

**THE INFLUENCE OF USING POSTER PRESENTATION TOWARDS  
STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF  
THE TWELFTH GRADE OF MAN 1 PESISIR BARAT  
IN THE ACADEMIC YEAR OF 2017/2018**



**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree

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## **ABSTRACT**

### **THE INFLUENCE OF USING POSTER PRESENTATION TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE TWELFTH GRADE OF MAN 1 PESISIR BARAT IN THE ACADEMIC YEAR OF 2017/2018**

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In teaching and learning process in the class, there are a lot of students who find some difficulties in learning English. One of the difficulties that the students find in English learning activity is speaking. Speaking is one of the important skill in English. The students' speaking ability in MAN 1 Pesisir Barat is still low (63,83%) students got under criteria. To solve this problem, the researcher applied Poster Presentation to improve students' speaking ability in the twelfth grade of MAN 1 Pesisir Barat in the academic year of 2017/2018. The objective of this research was to find out whether Poster Presentation is influence towards students' speaking ability and to measure how far the significant influence of students' speaking ability before and after teaching speaking using Poster Presentation. This research applies quasi experimental research. The subject of the research was two classes in the twelfth grade of MAN 1 Pesisir Barat. The subject was chosen by using cluster random sampling from 188 of population in seven classes. The first class was XII IPA 1 as the experimental group and the second class was XII IPA 3 as the control group. The data collected from the score of pre-test and post-test after the treatment. In collecting the data test would be used in this research. The Instrument of this research was an speaking test. From the data analysis, it was found that the results obtained in the independent sample t-test, that the value of significant generated  $Sig.(P_{value}) = 0.002 < \alpha = 0.05$ . So,  $H_a$  is accepted and  $H_o$  is rejected. Based on the computation, it can be concluded that there was a significant influence of using Poster Presentation towards students' speaking ability at the first semester of the twelfth grade of MAN 1 Pesisir Barat in the academic year of 2017/2018.

**Key Words :** speaking ability, poster presentation, quasi experimental





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## DECLARATION

In the name of Allah the most gracious and merciful. Hereby, then I fully declare the thesis entitled “**THE INFLUENCE OF USING POSTER PRESENTATION TOWARDS STUDENTS’ SPEAKING ABILITY AT THE FIRST SEMESTER OF THE TWELFTH GRADE OF MAN 1 PESISIR BARAT IN THE ACADEMIC YEAR OF 2017/2018**” is completely my own work, and it is not containing the materials that has been published by other people’s ideas unless the information from the references.



Bandar Lampung, 2017  
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## MOTTO

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزَغُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ  
كَانَ لِلْإِنْسَانِ عَدُوًّا مُبِينًا ﴿٥٢﴾

Say to my servants that they should (only) say those things that are best. For Satan doth sow dissensions among them, for Satan is to man an avowed enemy. (Q.S Al-Isra' : 17:53)<sup>1</sup>



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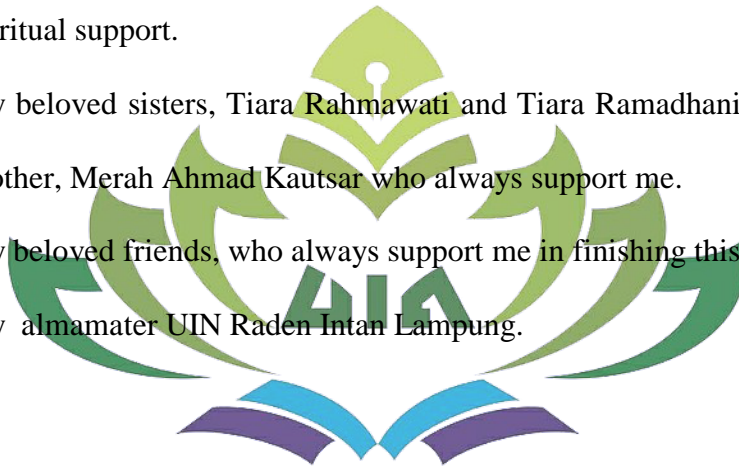
<sup>1</sup> A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, (Maryland: Amana Corp, 1983), p.688



## DEDICATION

This thesis is proudly dedicated for everyone who cares and loves me. I would like to dedicate this thesis to:

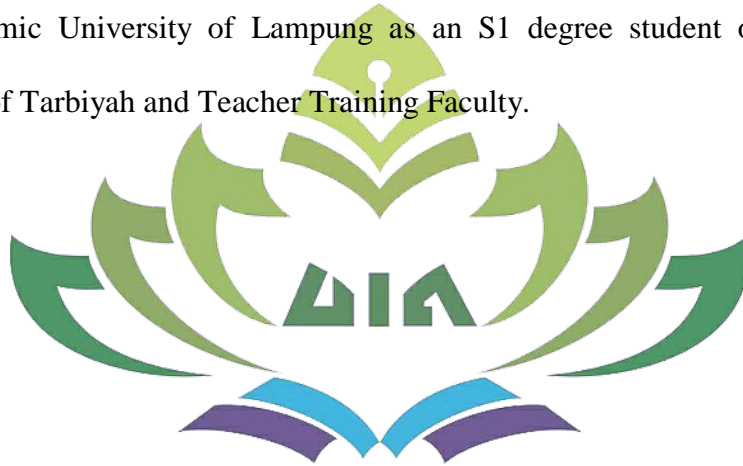
1. My beloved parents, my father Nuzuar Kaha Yahya M, S.Ip and my mother Asnah, S.Ag who always inspire, support and give me motivation to study hard until now. Therefore, thank you for giving the financial, moral and spiritual support.
2. My beloved sisters, Tiara Rahmawati and Tiara Ramadhani, and my beloved brother, Merah Ahmad Kautsar who always support me.
3. My beloved friends, who always support me in finishing this thesis.
4. My almamater UIN Raden Intan Lampung.





## **CURRICULUM VITAE**

Siti Tiara Ulfa was born on December 13<sup>th</sup> 1995 in Tanjung Karang, Lampung. She lives in Pasar Mulya Barat Kec. Pesisir Tengah, Kab. Pesisir Barat. She is the first daughter of four siblings. She began her school to SDN 5 Pasar Krui, in 2001. Therefore, she continued her study to SMP N 1 Pesisir Tengah ,in 2007. After that, she continued her study to MAN 1 Krui in 2010 and she finished her study in 2013. After graduating from Senior High School, she continued her study to Raden Intan State Islamic University of Lampung as an S1 degree student of English Study Program of Tarbiyah and Teacher Training Faculty.





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This thesis entitled “The Influence of Using Poster Presentation Towards Students’ Speaking Ability at The First Semester of The Twelfth of MAN 1 Pesisir Barat in the Academic Year 2017/2018” is presented to the English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore, the researcher would like to express the deepest sense of gratitude to:

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Finally, the researcher is aware that the thesis has a lot of weaknesses. Therefore, the researcher truthfully welcomes comments and criticisms from readers for enhance the quality of the thesis. Furthmore, the researcher expects that the thesis is useful for the

researcher particularly and the readers generally, especially for those who are involved  
in English Teaching Profession

Bandar Lampung, November 2017

The Researcher

Siti Tiara Ulfa  
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## TABLE OF CONTENTS

	<i>Page</i>
<b>COVER</b> .....	i
<b>ABSTRACT</b> .....	ii
<b>APPROVAL</b> .....	iii
<b>ADMISSION</b> .....	iv
<b>DECLARATION</b> .....	v
<b>MOTTO</b> .....	vi
<b>DEDICATION</b> .....	vii
<b>CURRICULLUM VITAE</b> .....	viii
<b>ACKNOLEDGEMENT</b> .....	ix
<b>TABLE OF CONTENTS</b> .....	xii
<b>LIST OF TABLES</b> .....	xv
<b>LIST OF APPENDICES</b> .....	xvi
<b>LIST OF FIGURES</b> .....	xvii
 <b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Identification of the Problem .....	7
C. Limitation of the Problem .....	7
D. Formulation of the Problem .....	7
E. Objective of the Research .....	8
F. Use of the Research .....	8
G. Scope of the Research .....	9
 <b>CHAPTER II FRAME OF THEORY, AND THINKING, AND HYPOTHESIS</b>	
A. Concept of Teaching English as a Foreign Language .....	10
B. Concept of Speaking .....	12
C. The Elements of Speaking .....	14
D. Concept of Speaking Ability .....	16
E. Analytical Exposition Text .....	19
F. Teaching Speaking Using Poster Presentation .....	21
1. Definition of Poster Presentation .....	21
2. Procedure of Teaching Using Poster Presentation .....	23
3. Advantages and Disadvantages of Poster Presentation .....	25

	<b>Page</b>
G. Teaching Speaking Using Picture .....	26
1. Definition of Picture .....	26
2. The Advantages and Disadvantages of Picture .....	27
3. The Procedure of Teaching Using Picture .....	28
H. Frame of Thinking .....	29
I. Hypotheses .....	31

### **CHAPTER III RESEARCH METHODOLOGY**

A. Research Design .....	32
B. Variables of the Research .....	33
C. Operational Definition of Variable .....	34
D. Population, Sample, and Sampling Technique .....	34
E. Data collection Technique .....	37
F. Research Procedure .....	38
G. Scoring Scale for Evaluating Speaking Ability Speaking .....	40
H. Validity and Reliability of the Test .....	43
1. Validity of the Test .....	43
2. Reliability of the Test .....	44
I. Data Analysis .....	46

### **CHAPTER IV RESULT AND DISCUSSION**

A. Result of Test .....	49
1. Result of Pre-Test .....	49
2. Result of Post-Test .....	51
B. Result of Data Analysis .....	53
1. Fulfillment of Assumptions .....	53
a. Result of Reliability Test .....	53
b. Result of Normality Test .....	53
c. Result of Homogeneity Test .....	54
d. Result of Hypothetical Test .....	55
C. Discussion .....	57



**CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion.....	61
B. Suggestion .....	62
1. Suggestion to Teacher.....	63
2. Suggestion to Students.....	63
3. Suggestion to Future Researcher.....	63
<b>REFERENCES .....</b>	<b>64</b>



## LIST OF TABLES

	<i>Page</i>
Table 3.1 (Population of the Research).....	35
Table 3.2 (Oral Proficiency Scoring Categories).....	40
Table 3.3 (Scoring Standard and Range in Speaking Assessments).....	42
Table 4.1 (Tests of Normality).....	54
Table 4.2 (Tests of Homogeneity).....	55
Table 4.3 (Independent Sample Test).....	56





## LIST OF APPENDICES

	<i>Page</i>
Appendix 1 The result of Interview Guideline For The English Teacher in Preliminary Research .....	67
Appendix 2 Questionnaires for the Students in Preliminary research .....	68
Appendix 3 The Result of the questionnaires for Students in Preliminary Research .....	72
Appendix 4 The Students' Speaking Score in Preliminary research .....	73
Appendix 5 The Students' Name of Control Class .....	80
Appendix 6 The Students' Name of Experimental Class .....	81
Appendix 7 The Score of Pre-Test Control Class .....	82
Appendix 8 The Score of Post Test Control Class .....	84
Appendix 9 The Score of Pre-Test Experimental Class .....	86
Appendix 10 The Score of Post Test Experimental Class .....	88
Appendix 11 The Result of Pre-Test Control Class .....	90
Appendix 12 The Result of Post-Test Control Class .....	91
Appendix 13 The Result of Pre-Test Experimental Class .....	92
Appendix 14 The Result of Post Test Experimental Class .....	93
Appendix 15 The Result of Reliability Test .....	94
Appendix 16 The Result of Normality in Control and Experimental Class .....	95
Appendix 17 Homogeneity Test .....	96
Appendix 18 Hypothetical Test .....	97
Appendix 19 Form of Expert Validation for Speaking Test .....	98
Appendix 20 The Instruments for Pre-Test .....	99
Appendix 21 The Instrument for Post-Test .....	100
Appendix 22 The Syllabus .....	101
Appendix 23 Lesson Plan for Experimental Class .....	104
Appendix 24 Lesson Plan for Control Class .....	125
Appendix 25 Scoring Scale for Evaluating Students Speaking Ability .....	143
Appendix 26 Students' Transcription .....	146
Appendix 27 Documentation .....	149

## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is one of the way to communicate with another people.<sup>1</sup> By using language, we can express everything in our mind. Language also used to interact in society, so it can make people understand and respect each other in their environment. Language is a means of interaction between and among people. So, language is a set of rules used by human as a tool of their communication. It is used to deliver message from the speakers to the listener in interaction with their environment.

In the world, there are so many languages such as, malay, Arabic, English, Korean and Spanish. As Allah states in the holy Qur'an in Ar-rum verse 22 as follows:

وَمِنْ ءَايَاتِهِ ۖ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتَلَفَ السِّنِّكُمْ وَالْوَلَانِكُمْ إِنَّ فِي ذَلِكَ

لَآيَاتٍ لِّلْعَلَمِينَ ﴿٢٢﴾


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<sup>1</sup> Victoria Fromkin, *An Introduction to Language Seventh Edition*, Fifth Edition, (Los Angeles: University of California, 2003), p.22



Meaning : “And of His signs is the creation of the heavens and the earth, and the diversity of your tongues and colors. In that surely are signs for those who possess knowledge.” (Ar-rum : 22)<sup>2</sup>

In section above, Allah shows us the signs of His authority through differences of tongue. Tongue means a language. There are no people who have the same language in the world. It is influenced by the location. People who live in difference location have difference language. They have to cooperate with one another to complete the necessities in their life.



In Indonesia, we use Indonesian language as the main language and English as a foreign language. English has a role as a language of science, technology and art. People are able to communicate in English will be easier to get more information and knowledge. It is supported by Richards that states English is the language of international communication, globalization, commerce and trade, the media and pop culture, different motivation for learning it come in to play. English is no longer viewed as the property of the English speaking countries, but it is an international commodity sometimes referred to as world English or English as an international language.<sup>3</sup>

In Indonesia, English is one of the important subjects in senior high school. This subject requires them to learn at least four hours a week. In teaching and learning English there are four skills, they are listening, speaking, reading

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<sup>2</sup> A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, (Maryland: Amana Corp, 1983), p.1056

<sup>3</sup> Jack C Richards, *30 Year of TEFL/TEST: A Personal Reflections*, (SEAMEO, Regional Language Centre, 2007 ), p.2

and writing listening and reading are called receptive skills whereas speaking and writing are productive skills. In spite of writing, speaking is done at the real time one producing without editing, and revising.<sup>4</sup> All skills are very important to be mastered in every school, one of which is speaking.

Speaking is a crucial a part of the foreign language learning and teaching. Because it can be used for the students to express their ideas orally in foreign language. Without speaking skill they will just keep silent. In order to speak well, they must practice their skill in everyday live. Therefore, the teacher should give the students opportunity to practice their speaking skill by giving some more example or activities that put them into the real practice communication.

Based on the preliminary research conducted on December 9<sup>th</sup>, 2016 by interviewing an English teacher in MAN 1 Pesisir Barat (Egra Betaria, S.P.d), in this school uses curriculum of 2013 (K13) in the learning process especially in class XII. The Indonesian curriculum of 2013 (K13) states that since junior high school, English lesson become a duty lesson for students.<sup>5</sup> It means that both of teacher and students should master in English. Miss, Egra stated that In English learning process, K13 guided her in making lesson plan, and also guided students to master English skill.

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<sup>4</sup> Anonymous, *SIL International, the four Basic Language Skills*. (1999), p.8

<sup>5</sup>Loeloek Endah Poerwati, *kurikulum 2013* (Jakarta: Prestasi Pustaka, 2013), p.23

Based on the information that was gotten, it was showed that the most student's of MAN 1 Pesisir Barat have little chance to use English in real life situation. She said that there were some problems found when the students practice to speak English, such as they are afraid to make mistake, they feel bored because the teacher do not use interesting media in teaching English, they do not have rich of vocabularies. Furthermore, based on the interview with English teacher of twelfth grade there, about the criteria of the score in speaking skill.

The score was taken based on pronunciation, grammar, vocabulary, fluency, and comprehension by Brown , the speaking score of the students is poor if the students get under 65. (see appendix 4 ). Based on the data obtained by speaking test from the students of the twelfth grade at MAN 1 Pesisir Barat . As from 188 students of XII grade only 68(36,17%) students got score above criteria and 120(63,83%) students got under criteria.<sup>6</sup> So, it can be said that students speaking ability in MAN 1 Pesisir Barat is still low.

In addition, students' motivation in learning speaking is low, it happens because the teacher often uses monotonous way in teaching speaking and there are no various of media. In this case, in teaching speaking the teacher used picture. Sometimes, the teacher asks the students to describe the picture after that

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<sup>6</sup>Egra Betaria, the English Teacher in MAN 1 Pesisir Barat, *An Interview* (on December 9<sup>th</sup> 2016)



perform it in front of class. It means that the students feel bored with the teachers' media.

In the development of the education at the present time, there are many kinds of media that can be used to teach. One of them is poster presentation. In the teaching speaking skill, poster presentation is useful because students can see and touch it directly, and by using attractive poster it can make the students interest to the material. They do not need to imagine so they will be easy to express their ideas.

There were some previous studies about the use of poster presentation. Firstly, Oktian discusses about the effect of poster presentation towards students' creativity and concept Comprehension about pollution concept. The research showed that difference between the average of student's score before they were taught using poster presentation (50.80) and after they taught using poster presentation (83.76). Statistical calculation using T-test showed that the score of T-count (16.61) was greater than that T-table (2.08) with significant level 5% and degree of freedom of 21. It was concluded that poster presentation is an effective in teaching creativity and concept comprehension about pollution concept.<sup>7</sup>

Jalalvandi discusses a comparative study of the effect of lecturing and poster presentation and attitude of students. The research showed that the result

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<sup>7</sup>Oktian fajar nugroho, *The effect of poster presentation towards students' creativity and concept comprehension about pollution concept* (Indonesia university of education ,2013), p.2

of the paired t-test indicated that, using two methods of teaching, lecturing ( $p < 0.001$ ) and poster presentation ( $p < 0.001$ ) improved the knowledge of the subjects toward HIV/AIDS at pretest compared to post-test. Comparing the two methods, results that there was a significant difference between attitude level in the two groups lecturing ( $p < 0.0001$ ) and poster presentation ( $p < 0.002$ ). the independent t-test showed a significant difference in the mean scores of knowledge ( $p < 0.0001$ ) and attitude ( $p < 0.001$ ).<sup>8</sup>

Fahrul discusses speaking ability taught by using poster presentation. He conducted the studies in Mas tahfidz yanbu'ulqur'ankab. Kudus In the academic year 2015/ 2016. The research presents the process of teaching speaking by using poster presentation. The result showed that poster presentation is good for teaching speaking ability. It is proved by student's mean score that has improved from the pre-test 54.5 into 66.2 in the post test<sup>9</sup>

Considering the previous studies above, there is significant different between previous studies and this research in variable x and y. Therefore, in this research the researcher would like to find out whether teaching learning process by using poster presentation will influence the students speaking ability or not. Therefore, this research entitled:

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<sup>8</sup>Jalalvandi , *A Comparative Study of the Effect of Lecturing and Poster Presentation and Attitude of Students* ( Islamic Azad University of Arak, 2015 ), p.28

<sup>9</sup>Fahru Imuzakky , *The speaking Ability of the Eleventh Grade Students Of MAS Tahfidz Yanbu'ulqur'an Kudus In the academic year 2015/ 2016 Taught by using poster presentation* (Muria kudas university, 2016), p.26

“The Influence of using Poster Presentation Towards Students’ Speaking Ability at the First Semester of the Twelfth Grade of Man 1 Pesisir Barat in The Academic Year 2017/2018.”

## **B. Identification of the Problem**

Based on the background above, the problem as follows:

1. The student’s English speaking ability is still low.
2. The students are afraid to make mistake when they practice to speak English.
3. The students lack of vocabularies
4. The media that is used by the teacher is monotonous.

## **C. Limitation of the Problem**

To clarify the problem, the problem is limited in the use of Poster presentation as media in teaching students’ speaking ability at the first semester of the twelfth grade of MAN 1 Pesisir Barat in the academic year of 2017/2018. Moreover, this research focus the material about analytical exposition text.

## **D. Formulation of the Problem**

Based on the limitation of the problem, the problem is formulated as follows: Is There a Significant Influence of Using Poster Presentation Towards Students’ Speaking Ability at the First Semester of the Twelfth Grade of MAN 1 Pesisir Barat in the Academic Year of 2017/2018?



### **E. Objective of the Research**

In this research, the objective of the research is to find out whether there is a significant influence of using poster presentation towards students' speaking ability at the twelfth grade of the first semester of MAN 1 Pesisir Barat in the Academic Year of 2017/2018.

### **F. Use of the research**

The uses of the research are as follows:

#### **1. Theoretically**

This research hopefully will give some useful information about poster presentation and speaking ability. This research will also enrich the previous research about the use of poster presentation and speaking ability.

#### **2. Practically**

- a) For the researcher, the result of the study answers the question which is the basic of conducting this research and it is expects that it will be useful knowledge for the researcher when she starts her profession as a teacher in the future.
- b) For the teachers, especially those who teach at MAN 1 Pesisir Barat, they can use the result as a feedback on teaching language actives or can be one of choices to do in their classroom.

- c) For the students, the study is hope it can improves students' speaking ability.

## **G. Scope of the Research**

The scope of the research were as follows:

### **1. Subject of the Research**

The subjects of this research were the students at the twelfth grade of MAN 1 Pesisir Barat.

### **2. Object of the Research**

The object of this research was the use of poster presentation and students' speaking ability.

### **3. Place of the Research**

The research was conducted at MAN 1 Pesisir Barat.

### **4. Time of the Research**

The research was conducted at the twelfth grade of the first semester in academic year of 2017/2018.



## **CHAPTER II**

### **FRAME OF THEORY, AND THINKING, AND HYPOTHESIS**

#### **A. Concept of Teaching English as a Foreign Language**

English is an international language. English is really a foreign language for language learner in Indonesia. English is a foreign language, it is taught in schools, often widely, but it does not play an essential role in national or social life. Some countries use English as the first language, some other use it as second language and others use it as foreign language. English also has been taught in Indonesia from the Junior High School until University. It means that the student who learn English as a foreign language have limited time to use their English real life situation.

Brown defined teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>1</sup> Teaching English as a foreign language usually involves refining student's speaking and listening skills through exposure to native speakers. It means that in teaching and learning process, the teachers help the students and guide them to learn the material easily. So, the aim of teaching can be reached.

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<sup>1</sup> H. D. Brown. *Principles of language Learning and Teaching*, (5<sup>th</sup> Ed) (New York: Pearson Education, 2007) p. 8



Moreover, Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.<sup>2</sup> The objective of teaching and learning as foreign language is to motivate the students to be able to use English in oral and written. It means that the students who learn English as a foreign language have little opportunities to use their English in real life situation.

In Indonesia, English as the foreign language, so it doesn't use everyday. Teaching English as a foreign language refers to teaching English to students whose first language is not English. As foreign language, English is not used for communication in social interaction. This is supported by Setiyadi who stated that, in Indonesia, English is learned only at schools and people do not speak the language in the society. English is really a foreign language for language learner in Indonesia.<sup>3</sup> It means that as a foreign language in Indonesia, English is just taught in schools and it does not use in social life. So in teaching English as a foreign language, the teacher should be assist and guide students in the mastery of the material. In other words the teacher as a facilitator must be able to provide a good media in teaching and learning.

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<sup>2</sup> D. A. Wilkins, *Linguistics in Language Teaching*, ( London: Edward Arnold Publishers,1980) p.7

<sup>3</sup> Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (Jakarta: Bina Aksara,2006) p. 22

Learning is “acquiring or getting of knowledge of a subject or a skill study, experience, or instruction.”<sup>4</sup> In the definition of learning above, may be conclude as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

The importance of learning English to communicate and acquire knowledge cannot be denied. English is considered important to develop technology, art, science, economy, culture and many others subjects. However, to master English is not always easy for everybody. The factors above are the reasons that English is studied in many levels of educational fields.

### **B. Concept of Speaking**

Speaking is an effective way used in real interaction communication. It is impossible if someone understands English in written but he or she does not understand the productive abilities, especially speaking. According to Brown, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information the form and meaning of speaking is dependent on the context in which the conversation occurs, including participant themselves and purpose for speaking.<sup>5</sup> Furthermore, speaking is one

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<sup>4</sup> H. D. Brown, *Op.Cit.* p.7

<sup>5</sup> H. D. Brown, *Teaching by Principles An Interactive Approach To Language Pedagogy* (San Francisco: Wesley Longman, 2003), p. 267

of four abilities, in speaking skills which have an important role in daily life, even as a main ability in communication among human beings.

Moreover, when we are using speaking as the way to communicate, we do not give attention in grammar. It is differences between speaking in writing. When we use writing as the way to communicate, we should give attention with the grammar. It is not an affective way. In other hands, all of the age always use speaking as the bridge to build communication, include children. In contrast, children will be easy to build communicative with another person by using speaking. Speaking is the model in which children acquire language, it constitutes the bulk of most people's daily engagement with linguistic activity, and it is the prime motor of language change.<sup>6</sup>

In other words, teachers tend to talk about the way we use language in terms of four skills, there are reading, writing, speaking and listening. These are often divided into two types receptive skills and productive skills. Receptive skills are a term used for reading and listening skills where meaning is extracted from the discourse. Productive skills are the term for speaking and writing skills where students actually have to produce language themselves.<sup>7</sup>

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<sup>6</sup> R. Hughes, *Spoken English, TESOL and Applied Linguistics* (Palgrave Macmillan: University of Nottingham, 2006), p. 144

<sup>7</sup> Jeremy Harmer. *The Practice of English Language Teaching*. (US: Longman, 2007), p. 265



From the theories above, we can conclude that speaking skills are one of the important skills. Because we should produce some words when we would like to communicate spontaneity.

### C. Elements of Speaking

Sometimes, when we are speaking with someone, we never think about the purpose of our speak. We just speak up in our mind, like a habit. Actually, in speaking skills, there are some elements of speaking. Jeremy Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:

#### 1. Language features

The elements needed for spoken production are the following :

- a. Connected speech : in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weekend (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.
- b. Expressive devices, native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistics) means how they are feeling (especially in facet-to-face interaction). The use of these devices contributes to the ability to convey meanings.

- c. Lexis and grammar, teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.
- d. Negotiation language : effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what were saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

## 2. Mental/ Social processing

The success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates.

- a. Language processing, language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- b. Interacting with others, effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
- c. (on the spot) information processing, quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.<sup>8</sup>

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<sup>8</sup> Jeremy Harmer, *The Practice of English Language Teaching* (US : Longman, 2007), p.

From the explanation above elements of speaking, we can conclude that speaking is an important skills in English. Because with speaking, we can develop another knowledge expert such structure as lexical, grammar. Moreover, when we know more about important part in speaking English, we can speaking using smoothly connecting. It's good for our negotiation to support our career, also can increase our mental in public or social. That is why student need to learn about it.

#### **D. Concept of Speaking Ability**

We know that speaking is an effective way to send our brain message to the other one. In language, especially in speaking skills, speaking is the important skills to send the knowledge in the classroom. Furthermore, pardiyono states that someone capability to speak English is very influenced by his message, grammar, and pronunciation understanding. The information or message will be achieved and interpreted by listeners correctly if the speakers are able to express the information or message in the correct sentences based on grammatical and cultural correctness.<sup>9</sup>

In addition, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. The following five components are generally recognized in analysis of speech process:

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<sup>9</sup> Pardiyono, *Pasti Bisa Teaching Based Speaking*, (Ed 1<sup>st</sup>) (Yogyakarta: Andi Publisher, 2009), p . 1

### 1. Pronunciation

Explicit pedagogical focus on anything that smacked of linguistic nuts and bolts was under siege by proponents of the various non-directive.

### 2. Grammar

Rules for forming words and making sentences.

### 3. Vocabulary

All the words in a language with their meanings.

### 4. Fluency

Simply the ability to speak fast. Speed is a factor, but it is by no means the only, or even the most important one.

### 5. Comprehension

The ability to understand something.<sup>10</sup>

In the other words, Jim defines speaking ability as the ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language.<sup>11</sup>

From the states above, we know that speaking English have complete elements. But, we are seldom to practice our speaking ability. In addition, some schools always practice their speaking English with dialogue. As we know that

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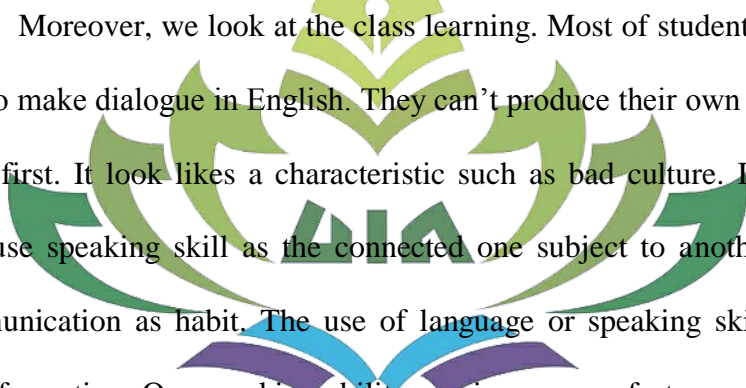
<sup>10</sup> H. D. Brown, *Language Assessment Principles and Classroom Practice* (Longman: San Francisco State University, 2004), p. 149

<sup>11</sup> Jim Scrivener, *Learning Teaching Second Edition* (Macmillan: Britiash, 2004), p. 160



to improve our speaking ability, it doesn't enough just from dialogue. Because, we should to have target to complete our ability in speaking to get master of speak. It means that, teaching learning process have some troubles.

Further, when we know more about the speaking itself, we can produce a nice speaking, with good in five components of speaking English. Besides, when we can speaking English spontaneous, it can added plus score of our speaking skill.



Moreover, we look at the class learning. Most of student use monotonous way to make dialogue in English. They can't produce their own speaking without write first. It look likes a characteristic such as bad culture. In abroad school, they use speaking skill as the connected one subject to another and using for communication as habit. The use of language or speaking skill is a matter of habit formation. Our speaking ability can improve as fast as we try in our daily activities. We can be a master of speaking English if we are using it for communication until it becomes deeply establishes. From explanation above, we can conclude that, the definition of speaking ability is the ability with a purpose for talking which is not just linguistic.

Besides, Jim points out that speaking ability skill is described as the ability to report acts or situation, or the ability to report acts or situations in orechise words, or the ability to converse, or the express a sequence of ideas

fluently.<sup>12</sup> The writer can conclude that when someone who want to speak English as a foreign language, they do not think about linguistics hardly to communication, but when you want to speak English as ability, you should to follow the rules of the language, such as grammar, pronunciation, intonation, stress, vocabulary.

Based on theories above, speaking ability defines into five, there are Pronunciation (including the segmental features: vowels and consonants; and the stress and intonation); Grammar, Vocabulary, Fluency (the ease and speed of the flow of speech), Comprehension that should be student's mastery to get speaking ability.

#### **E. Analytical Exposition Text**

This research only discussed one of the text types that was used in this research that is analytical exposition text to know the student's ability in express the meanings of monologue analytical exposition text. According to Turi, analytical expositions is a type of spoken or written text that is intended to persuade the listeners or readers that something in the case.<sup>13</sup> It means that analytical exposition is one of the English texts that used to persuade the leader or listener to agree with the writer opinion. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why

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<sup>12</sup> *Ibid*, p. 161

<sup>13</sup> Turi, *Ragam Teks Bahasa Inggris*, ( Bandar Lampung: 2010), p. 43

something in the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research reports etc. analytical exposition s are popular among scholars, academic community and educated people.

In addition, Cahyono and Purnama explains that an analytical exposition presents the argument in such a way that it sounds like the writer is an authority on the subject and so it does not use first person pronoun (e.g I, we or us) extravagant language or clichés.<sup>14</sup>

Mark Anderson states that, analytical exposition is a piece of text that presents one side of an issue. The purpose of analytical exposition text is to persuade the reader or listener by presenting one side of an argument.<sup>15</sup> It means that analytical exposition is text that tells about the case to make the listeners or the readers agree with the argument that presented on the issue.

Based on the explanations can be concluded that analytical exposition is a text that present the writer's or speaker's idea about the phenomenon surrounding, by presented his/her argument to persuade and to make the listener or readers agree with the argument.

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<sup>14</sup> Silfia Efa, Mohd. Ansyar, M. Zain, *Students Difficulties in Comprehending the Analytical Exposition Texts at the Grade XI A of Science Program in Sman 3 Sungai Penuh*, (Journal English Language Teaching (ELT), 2013), p.105

<sup>15</sup> Mark Anderson and Kathy Anderson, *text types in English*, (Australia: Machimilan Education, 1997), p. 123

The generic structure of analytical exposition usually has three components:

1. Thesis : Introduces topic and indicates writer's position. The writer also outlines the main argument to be presented.
2. Argument : Shows a series of arguments that support the thesis.
3. Reiteration : Restates speaker or writer's position.<sup>16</sup>

Sample of analytical exposition text :

Is your family safe?

Two hundred Australians died from electrocution last year.

Don't let a family member become a statistic. Show them you care. Buy a stopshok safety switch, otherwise, risk the death of a loved one.

Stopshok safety switches are the best on the market and can be installed in minutes.

A stopshok safety switch is a must, so get one now.<sup>17</sup>

## **F. Teaching Speaking Using Poster Presentation**

### **1. Definition of Poster Presentation**

According to Stoss "The poster presentation is a dynamic communication tool evolving over the past four decades, as a means to accommodate the

<sup>16</sup> Turi, *Ragam Teks Bahasa Inggris*, op.cit , p. 44

<sup>17</sup> Mark Anderson and Kathy Anderson, *Op.Cit*, p.124



increasing number of researchers, especially graduate students, seeking a means for scholarly presentations of their research”.<sup>18</sup>

According to Sudjana and Rivai “ Poster is an instrument function of the tight visual combination that consists of color and message as mean of to complete person attention in a time being for meaningful idea of theirs. It is also called as a glue, drawing or picture that is stickled after getting whole benefit or attention as media to deliver an information, suggestion, message and guiding, perspective etc.”<sup>19</sup>

According to Sri Anitah “ poster is an image that combines visual elements such as lines, images and words are ittended to attract attention and communicating the message in brief.”<sup>20</sup>

From those definitions above, it can be inferred that poster presentation is a communication tool or instrument that combines visual elements such as lines, images, and words are ittended to attract attention as media in teaching to deliver an information, suggestion, and the message in brief.

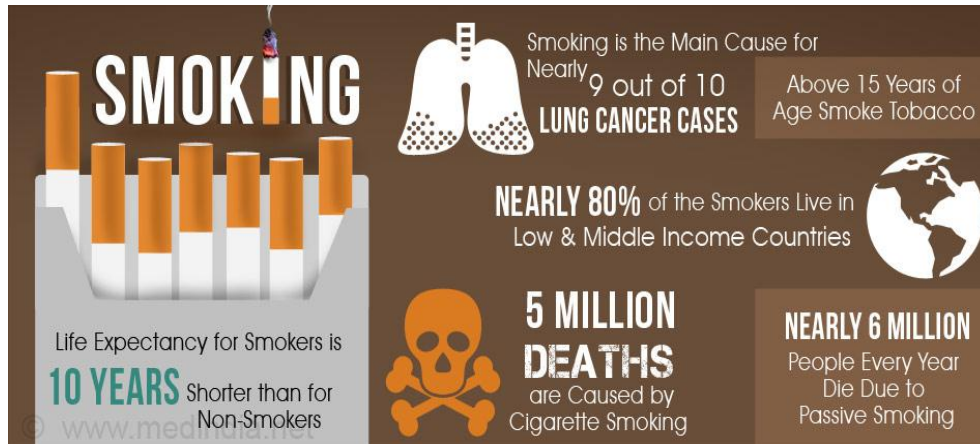
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<sup>18</sup> Fred stoss, *Designing Effective Posters*. (University at Bufallo: 2017) p.1

<sup>19</sup> Nana Sudjana dan Ahmad Rivai.2010. *Media Pengajaran*. (Bandung: sinar baru algensido) p.35

<sup>20</sup> Sri Anitah.2008. *Media Pembelajaran*. Surakarta: LPP UNS DAN UNS PERS. p.17

Sample of poster presentation<sup>21</sup> :



#### G. Procedure of Teaching Using Poster Presentation

According to Honyaku, there are some steps of teaching using poster presentation.

- Divide the class into two groups, A and B.
- Group A students tape their posters to the walls and whiteboard. Ask students to spread out as much as possible because the room can get noisy.
- Group A students stand beside their posters.
- Group B students mingle with Group A students, one and one..
- Group A students talk about topic. They use the poster to highlight points or even remember what they need to.
- Group B students listen and ask questions (I require a minimum of two questions).

<sup>21</sup> <http://www.medindia.net/patients/lifestyleandwellness/cigarettesmoking-a-silent-killer.htm>

g. Teacher mingles and monitors discussions, provides encouragement for lower level student.<sup>22</sup>

Based on the steps of teaching speaking using poster presentation by Honyaku. This procedure was used to teach speaking in analytical exposition text by using poster presentation by giving a little modification in it. The procedure were as follows:

1. Students are divided into groups, each group consists of four students.
2. Students are given various poster presentations related to the oral analytic exposition texts and then they observe the poster.
3. Students are asked to inquire unknown information from poster presentation seen with their group mates by making questions according to poster presentation with teacher guidance.
4. Student asks about the poster presentation she or he observes and tells about the contents of the poster presentation.
5. Students listen to monologue texts on analytical exposition from multiple sources with correct pronunciation, word pressure and intonation.
6. Students are given Poster Presentation by the teacher then the students are able to present according to the existing picture of the poster accurately, fluently and acceptable.

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<sup>22</sup> Honyaku TLC, *Poster Presentations for Building Unplanned Speaking*, (Language Teacher Support, 2017).

7. Students get feedback from teacher and friends about the results of analysis submitted in group work.
8. Students present poster presentation in front of the class by paying attention to social function, structure and linguistic element.

#### **H. Advantages and Disadvantages of Poster Presentation**

There are some advantages and disadvantages of using poster presentation as media in learning.

##### **a. Advantages of Poster Presentation**

There are several advantages of using poster presentation as media in learning, such as:

- 1) Poster presentation can be used as excellent alternative medium for developing communication skills.
- 2) Involve students in the assessment process.
- 3) Encourage students to investigate a topic thoroughly.
- 4) Provide opportunities for peer-learning.
- 5) Promote a positive attitude for students.
- 6) Exploring and confronting misconceptions.
- 7) Students enjoy and engage in the activity.
- 8) Opportunity to dialogue about learning.

##### **b. Disadvantages of Poster Presentation**

There are several disadvantages of using poster presentation as media in learning, such as:

- 1) Students can be nervous in doing presentation.
- 2) Students must prepare themselves confidence before doing presentation.
- 3) Time and space. To present the material, students need much time and space to prepare their presentation.
- 4) Need to have clear criteria for good inter-rater reliability.<sup>23</sup>

## **I. Teaching Speaking Using Picture**

### **1. Definition of Picture**

In teaching process, teacher needs such thing to support fluency of the teaching learning process itself. Teaching is not only how to transfer knowledge but also how to make the students more student. So, any media such as picture is very helpful to support the teaching learning process in the class.

There are some definitions about picture. Sulaiman states that picture is visual aid that important and easy to get. It is important because it can give concrete visual aid about problem that has describe, picture makes people can catch the idea or information that is contained in it clearly, more clear than expressed by words, whether it is written or mentioned. Picture is a visual representation of something, such as a person or scene, produced on a surface, as in a photograph, painting, etc.

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<sup>23</sup> O'neill Geraldine and David Jennings, *The Use of Poster for Assessment: A Guide for Staff*, (UCD Dublin, 2012), p.4



Picture can be seen as many things such place, objects, and people. In picture language learning, Andrew Wrights proposes,, “ picture are not just an aspects of method but through their representation of places, objects, and people. They are essential part of overall experiences.”

Picture is also considered as good resource and media in teaching learning. Murcia and Hilles state that pictures are versatile and useful resources for teaching. So this resource can facilitate language program.

It can be concludes that picture is a visual representative of an object such things, humans, animal, etc. which this visual representative gives the information about the real characteristic of the object.

## **2. Advantages and Disadvantages of Picture.**

### **1. Advantages of Picture**

According to gerlach, pictures have several advantages such as:

- a. Pictures are inexpensive and widely available.
- b. Pictures provide common experiences for entire group.
- c. The visual detail makes it possible to study subjects which would otherwise be impossible.
- d. Picture can help to prevent and correct misconceptions.
- e. Pictures offer a stimulate to further study, reading, and research.
- f. Pictures help to focus attention and to develop critical judgement.
- g. Pictures are easily manipulated.

## 2. Disadvantages of Picture.

According to Gerlach, pictures have several advantages such as:

- a. Sizes and distances are often distorted.
- b. Lack of some color in some pictures limits proper interpretations.
- c. Students do not always know how to read pictures.<sup>24</sup>

According to the advantages and the disadvantages above, the Researcher concluded that Pictures are one of teaching aids that the students and the teacher need in order to maintain interest and motivation.

## 3. Procedure of Teaching Using Picture

- a. Divided students into some groups, each group consists of 4 students.
- b. The teacher shows the picture.
- c. Each group is given the picture.
- d. Ask the students to make an analytical exposition text based on the picture that is given.
- e. Guided the students to express their idea, give a chance to think about what to write, based on the media that is given.
- f. Give the students time 4 or 5 minutes.
- g. After that, ask the students to perform in front of the class.
- h. The students are given feedback.<sup>25</sup>

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<sup>24</sup> Dwi Nur Indah, *Improving Writing Recount Text by Using Photograph A case study of the eleventh year students of SMAN 1 Batangan Pati in 2009/2010*. p.10

## J. Frame of Thinking

Based on the frame of theories, students' speaking ability is still low. To solve this problem, in learning speaking, the teachers need to use a media that can help the students to catch the English material easily.

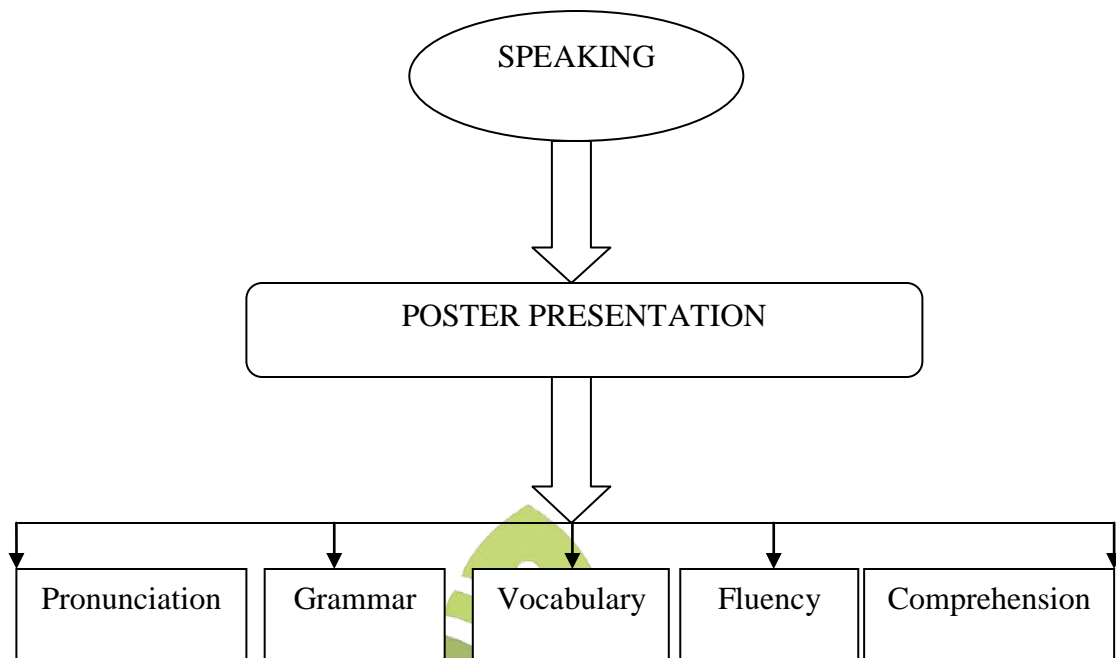
Besides, the teachers also need to use media that can help the teaching learning activity more attractive and more interest both for students and for the teachers themselves.

When the teacher used Poster Presentation as media, students can learn and practice their speaking well with more confidence. If the students use this media, they will exciting, because this media can also trains the students to be able to define objects. It is interesting to motivate the students to speak English well. In the other words, this media is apply in the classroom in two or third meeting. Teacher should to control the class and teacher as the leader in the class.

Eventhough, the students have known the rules, in the first teacher explain the rules poster presentation as media. By using Poster Presentation as media in the speaking teaching and learning process hopefully the students can be more active and creative in learning speaking and their speaking ability will improve.

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<sup>25</sup> Philip. R, available online at [www.ISLcollective.Com](http://www.ISLcollective.Com), (13 August 2017)



### K. Hypothesis

Sugiyono, states that hypothesis associative is an answer temporarily to the formulation of the problem is to ask the associative relationship between two or more variables.<sup>26</sup>

It is suitable with this research to find out the hypothesis of the statistics. Moreover there are two kinds of hypothesis, there are zero hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ).

<sup>26</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfa Beta, 2012), p.69

Based on the explanation above, the hypothesis statistic were as follows:

$H_0$  : There is no significant influence of using poster presentation towards students' speaking ability at the first semester of the twelfth grade of Man 1 Pesisir Barat in the academic year of 2017/2018.

$H_a$  : There is a significant influence of using poster presentation towards students' speaking ability at the first semester of the twelfth grade of Man 1 Pesisir Barat in the academic year of 2017/2018.





## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, the Quasi Experimental Pretest - Posttest Group Design had been used. Quasi-experimental design is a research design that includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.<sup>1</sup> Quasi-experimental designs do not have random assignment. We do not have the opportunity for random assignment of students to a teacher or class. The common term for this type of group of participants is intact. For that, the researcher selected two classes, one is the control class and the other is the experimental class. The research design could be presented as follows:

$$\begin{array}{lclcl} G_1 = & T_1 & X & T_2 \\ G_2 = & T_1 & O & T_2 \end{array}$$

Where :

$G_1$  = Experimental class

$G_2$  = Control class

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<sup>1</sup> John W.Creswell, *Educational Research; Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, Fourth Edition, 2012), p. 309

$T_1$  = Pre-test

$T_2$  = Post-test

X = Treatment by using poster presentation

O = Treatment by using Picture<sup>2</sup>

In this research, the students are given pre-test to know their basic skill in speaking. The result of the pre-test will be used to indicate students' speaking to measure their previous ability before treatment (X). At the end of the program, students will be given post-test in order to know their achievement after the treatment through poster presentation.

## B. Variable of the Research

A variable is a characteristic from a group of people, attitude, or environment which has variation by personality to another personality.<sup>3</sup> From the states above can be concluded that variable as classifying data into units. It means that variable can be classified according to how they are measured and according to their function in the research.

There were two variables of this research, they were as follows :

1. The independent variable of this research is poster presentation (X)
2. The dependent variable of this research is students' speaking ability (Y)

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<sup>2</sup>*Ibid*, p.310

<sup>3</sup> Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006), p. 101

### C. Operation Definition of Variable

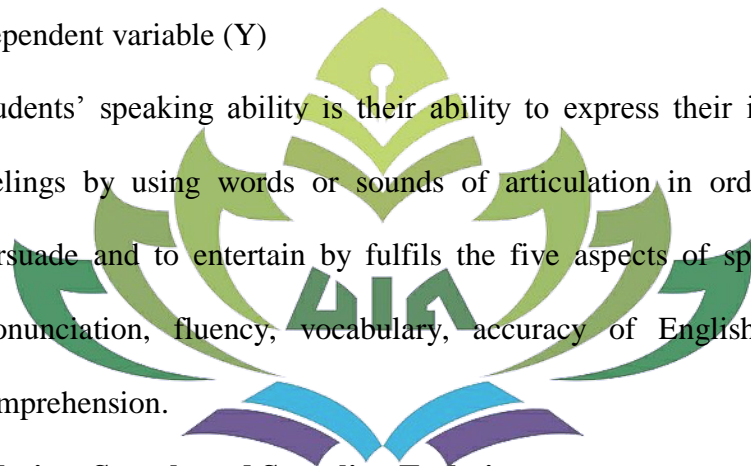
The operational variables in this research were as follows:

#### 1. Independent Variable (X)

Poster presentation is a communication tool or instrument that combines visual elements such as lines, images, and words are intended to attract attention as media in teaching to deliver an information, suggestion and the message in brief.

#### 2. Dependent variable (Y)

Students' speaking ability is their ability to express their ideas, opinion or feelings by using words or sounds of articulation in order to inform, to persuade and to entertain by fulfils the five aspects of speaking including pronunciation, fluency, vocabulary, accuracy of English grammar, and comprehension.



### D. Population, Sample and Sampling Technique

#### 1. Population

Fraenkel and Wallen state that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population.<sup>4</sup> The population of this research is all the twelfth grade of MAN 1 Pesisir Barat in 2017 academic year. The total numbers of all the students is 188 students divided into seven classes. The total number of

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<sup>4</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* 7<sup>th</sup> ed., (New York: McGraw-Hill, 2009), p.90

the students at the eleventh grade of MAN 1 Pesisir Barat in 2017/2018 academic year can be seen from the table 3.1.

Table 3.1  
Population of MAN 1 Pesisir Barat in 2017/2018 Academic Year

No	Class	Gender		Number of students
		Male	Female	
1	XI IPA 1	9	21	30
2	XI IPA 2	12	16	28
3	XI IPA 3	10	19	29
4	XI IPS 1	8	21	29
5	XI IPS 2	14	18	32
6	XI IPS 3	7	13	20
7	XI IPS 4	9	11	20
<b>Total</b>		<b>69</b>	<b>119</b>	<b>188</b>

Source : MAN 1 Pesisir Barat 2017/2018 Academic Year

## 2. Sample

Fraenkel and Wallen stated a sample in a research study is the group on which in-formation is obtained.<sup>5</sup> It means that sample is part of individual members which is choosen to represent of the whole population. So, in this research , it was took two of six classes as the sample classes. The two classes were the first as control class and the second one as experimental class.

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<sup>5</sup> *Ibid*, p.91

### 3. Sampling technique

Cluster random sampling technique had been used to determine the experimental class and the control class. If the total area of interest happens to be a big one, a convenient way in which a sample could be taken is to divide the area into a number of smaller non-overlapping areas and then to randomly select a number of these smaller areas (usually called clusters), with the ultimate sample consisting of all (or sample of) units in these small areas or cluster.<sup>6</sup>

Here are steps in determining sample by using cluster random sampling technique:

- 1) First, the paper of six classes was prepared, XII A 1, XII A 2, XII A 3, XII S 1, XII S 2, XII S 3, and XII S 4.
- 2) Next, those pieces of paper were rolled and put them into a box.
- 3) Then the box was shaken until the first rolled -paper comes out of it and then this rolled -paper would be determined as the experimental class is XII A 1
- 4) The last, the box was shaken again until rolled-paper comes out of it and then this rolled-paper would be determined as the control class is XII A 3.

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<sup>6</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta : Rineka Cipta. 2002), p. 65



## E. Data collection Technique

Data collecting technique had been used to find out the research. In this research, quasi experimental pretest-posttest group design had been used to analyze the data. To collect the data of students' speaking ability before and after treatment the pre-test and post-test were given, The test as follows:

### 1. Pre-test

Pre-test was done to know the students speaking ability before being treatment. The test that used was the direct test which measured five criteria of speaking based on Brown; they are pronunciation, grammar, vocabulary, comprehension and fluency.<sup>7</sup> The topics of the pre-test are the importance of breakfast, the power of music in our life and the dangerous of drugs. Then the result of the students in experimental and control class was recorded .

### 2. Post-test

After the treatment the students gave post-test by the teacher . The test was the direct test which measured five criteria of speaking based on Brown; they are pronunciation, grammar, vocabulary, comprehension and fluency. The topics of the post-test are the importance of education, social media are bad for teenagers and the dangerous of using gadget. Then, the teacher compared their score before and after give treatment to draw a conclusion about poster presentation teaching media.

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<sup>7</sup> H. Douglas Brown, *Language Assesment Principles and Classroom Practice*, (New York, Longman,2003), p. 172-173

## F. Research Procedure

In this research, it have been implemented three steps, they were as follows :

### 1. Planning

After making the planning, the planning applied based on research procedure. There were some steps that had been planed. The procedure of making planning of the research can be seen as follow:

#### a) Determining the subject

In this case, twelfth grade have been choosen as the subject of the research. There was one class as control class and the other class as experimental class.

#### b) Administering Pre-test

Pre-test have been given and aimed at capturing the students' speaking skill. The pre-test took during 90 minutes both experimental and control class.

#### c) Giving Treatments

The treatments have been given within two meeting for experimental class and control class too. In the experimental class it have been used poster presentation as the media in teaching speaking, while in the control class it used conventional way (picture) have been used.

d) Administering the Post-test

Post-test have been done to find out whether there was an increase in the students' speaking achievement or not.

e) Analyzing the data

In analyzing the data ,due to know the different between students' speaking achievement before and after give the treatments. The data were distributed into the scoring table based on the pre-test and post test systematically.

2. Application

After making the planning, it was tried to apply the research procedure that has been already planned. There are some steps in doing this research:

- a) In the first meeting, the pre-test have been given.
- b) After giving the pre-test, the students have been given the treatment. There were three meetings in control class and three meetings in experimental class. It have been delivered the meeting in experimental class by using poster presentation . While in control class this research have been given the treatment by using picture. The treatments have been given in three meeting, because to know the differences between the control class and the experimental class significantly.
- c) The last meeting the post test have been given.

### 3. Reporting

In this research, reporting have been done for the last procedure. There were two steps in reporting. The steps were as follow:

- a) Analyzing the data that is already received from pre-test and post test.
- b) Making report on the findings.

### G. Scoring Scale for Evaluating Students' Speaking Skill

According to Brown there are five categories of Oral Proficiency Scoring.

**Table 3.2 Oral Proficiency Scoring Categories**

Grammar	Level	Description
	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	. Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	Level	Description
	1	Speaking vocabulary inadequate to express anything but the most elementary needs
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics.

	Vocabulary is broad enough that he rarely has to grope for a word.
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5	Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

Fluency	<b>Level</b>	<b>Description</b>
	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

Pronunciation	<b>Level</b>	<b>Description</b>
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.

Comprehension	Level	Description
	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker. <sup>8</sup>

**Table 3.3 Scoring Standards and Range in Speaking Assesments**

Standards of Scoring	Range of Score
Excellent	80 -100
Very good	73 -79
Good	65 -72
Average	60 – 64
Poor	55 – 59
Very poor	≤ 55

However, there are five components usually used to analyze speech performance, they are relevant respond, grammar, pronunciation, vocabulary and fluency. The scoring also can include accuracy, articulation, the eye contact, expression, intonation and gesture of the speaker. The speaking scoring rubric was used to collect the data.

<sup>8</sup>H. Douglas Brown. *Teaching by Principles, an Interactive Approach to Language Pedagogy* 2<sup>nd</sup> Ed ( New York: Addison Wesley Longman,2001) ,p. 406-407



## H. Data Analysis

To analyze the data, this research used parametric statistics and independent sample T-test. In parametric statistics, there were assumptions which must be fulfilled, they were normality and homogeneity tests.

### 1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

#### a. Normality Test

In this research normality test had been used. Normality test is used to know whether the data have a normal distribution or not.<sup>9</sup> In this research, the statistical computation by using SPSS (*Statistical Package for Social Science*) had been used for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test were formulated as follows:

Ho : The data have normal distribution

Ha : The data do not have normal distribution.

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<sup>9</sup> Sudjana, *Metode Statistika*, (Bandung: Tarsito, edisi 6, 2006), p. 466

While the criteria of acceptance or rejection of hypotheses for normality test are as follows :

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

#### **b. Homogeneity test**

Homogeneity test had been used to know whether the data in experimental class and control class are homogeneous or not. In this research, the statistical computation by using SPSS (*Statistical Package for the Social Science*) had been used for homogeneity of test. The test of homogeneity employing Levene statistic test. The hypotheses for the homogeneity tests are formulated as follows:

$H_0$  = the variances of the data are homogenous.

$H_a$  = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

#### **c. Hypothetical test**

The data of this research had been analyzed statistically. If the fulfillment of the assumptions normally test and homogeneity test were fulfilled, in this research it had been used independent sample t-test. In this case, the statistical computation by using *SPSS* (*Statistical Package for Social*

Science) has been used for hypothetical of test. The purpose of using SPSS in this case would to practicality and efficiency in the study.

The hypotheses are

Ha : There is significant influence of using Poster Presentation towards students' speaking ability at the first semester of the twelfth grade of MAN 1 Pesisir Barat in 2017/2018 academic year.

Ho : There is no significant influence of using Poster Presentation towards students' speaking ability at the first semester of the twelfth grade of MAN 1 Pesisir Barat in 2017/2018 academic year.

While the criteria of the test

$H_0$  is accepted if Sig. > 0.05

$H_a$  is accepted if Sig. < 0.05

## **I. Validity and Reliability of the Test**

### **1. Validity of the Test**

According to Gronlund in Brown, Validity is extent to which inferences made from assessment results are appropriate, meaningful and useful in terms of the purpose of the assessment.<sup>10</sup> From statement above, the writer concludes that validity is the most important idea to consider when preparing or selecting an instrument for use. A test can be said valid if the test measures the object to be

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<sup>10</sup> H. Douglas Brown, *Language Assesment principles and Classroom practice*, (San Francisco: state University Longman,2003), p. 22

measured and suitable with the criteria. These are some criteria of good validity as follows:

**a. Content Validity**

Content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was designed. Best and Khan states that content validity is based upon careful examination of course textbooks, syllable, objectives, and the judgments of subject matter specialists<sup>11</sup>. It means that to get the content validity, the test was be adapted with the students' book, that is the test is suitable with the material that teach to the students.

**b. Construct Validity**

Construct validity refers to assumption, showing the measurement used contains correct operational definition, which is based on the theories concept. Best and Khan states that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.<sup>12</sup> In other words, construct validity is just like a concept, both of them are abstraction and generalization that need to be defined so clearly that can measured and be examined.

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<sup>11</sup> John W. Best and James V. Kahn, *Research in Education* 7<sup>th</sup> Ed, (New Delhi : Prenticehall, 1995). P.219

<sup>12</sup> *Ibid*, p. 219

In this research, an oral test was administrated, the scoring covers five criteria of speaking that are adapted by Brown, they are : grammar vocabulary, fluency comprehension and pronunciation.<sup>13</sup> To make sure, the researcher consult the instrument to the English teacher of man 1 Pesisir Barat whether the instrument is valid or not based on the construct as mentioned in the syllabus such as standard competence, materials, indicator, instruction and the types of instrument.

## 2. Reliability of the Test

Frankel and Wallen stated that reliability refers to consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of item to another.<sup>14</sup> Beside having high validity, a good test must have high reliability.

To get the reliability of the test, inter-rater reliability had been used. Inter-rater reliability counts level of the reliability based on two series of score that are gotten by two raters, they are an English teacher and the researcher

Then, the result of  $r_{xy}$  consulted to the criteria of reliability as follows:

Reliability coefficient 0.800 – 1.000 is very high

Reliability coefficient 00.60 – 0.800 is high

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<sup>13</sup>H.Douglas Brown, *Op.Cit*,p 172-173

<sup>14</sup> Jack R. Fraenkel and Norman E. Wallen, p.154

Reliability coefficient 0.400 – 0.600 is fair

Reliability coefficient 0.200 – 0.400 is low

Reliability coefficient 0.000 – 0.200 is very low<sup>15</sup>



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<sup>15</sup> John W Best and James , V. Khan, p.308

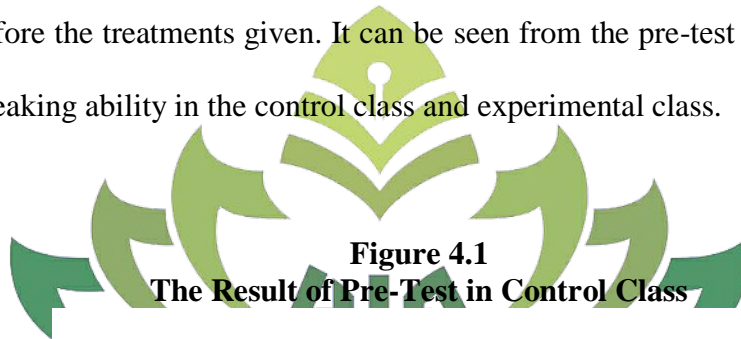


## CHAPTER IV RESULT AND DISCUSSION

### A. Result of Test

#### 1. Result of Pre Test

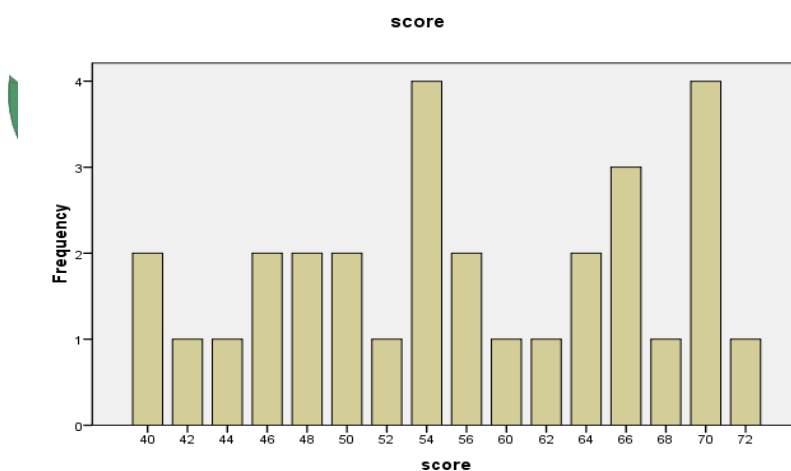
The pre-test was administrated in order to know students' speaking skill before the treatments given. It can be seen from the pre-test score of students' speaking ability in the control class and experimental class.



Based on the figure 1 it could be seen that there were 2 students who got 40 score, 1 student who got 42 score, 2 students who got 48 score, 4 students who got 50 score, 1 student who got 52 score, 2 students who got 54 score, 7

students who got 56 score, 1 student who got 58 score. 6 students who got 60 score, 1 student who got 64, 1 student who got 68 and 1 student who got 70. It can be seen that highest of pre-test of control class was 70 and the lowest score was 40, the mean of pre-test in control class is 54.82, standard deviation = 7.241,  $N = 29$ , median = 56.00, mode = 56, variance = 52.43, minimum score = 40, maximum = 70. It showed students' speaking ability before they got treatments.

**Figure 4.2**  
**The Result of Pre-Test in Experimental Class**

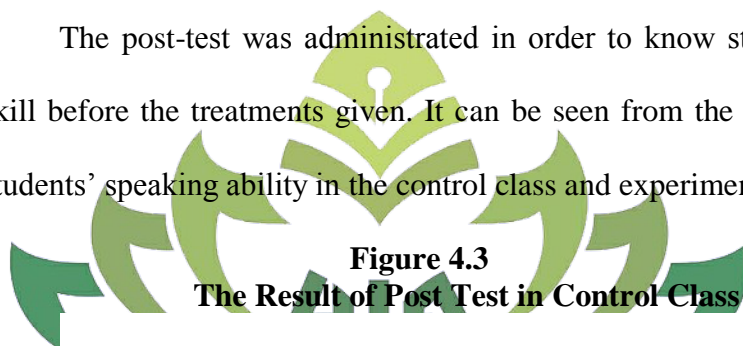


Based on the figure 1 it could be seen that there were 2 students who got 40 score, 1 student who got 42 score, 1 student who got 42, 1 student who got 44, 2 students who got 46, 2 students who got 48 score, 2 students who got 50 score, 1 student who got 52 score, 4 students who got 54 score, 2 students who got 56 score, 1 student who got 60 score. 1 student who got 62 score, 2

students who got 64, 3 students who got 66, 1 student who get 68, 4 students who got 70 and 1 student who get 72. It can be seen that highest of pre-test of experimental class was 72 and the lowest score was 40, the mean of pre-test in experimental class is 56.73, standard deviation = 10.055, N = 30, median = 55, mode = 54, variance = 101.09, minimum score = 40, maximum = 72. It showed students' speaking ability before they got treatments.

## 2. Result of Post Test

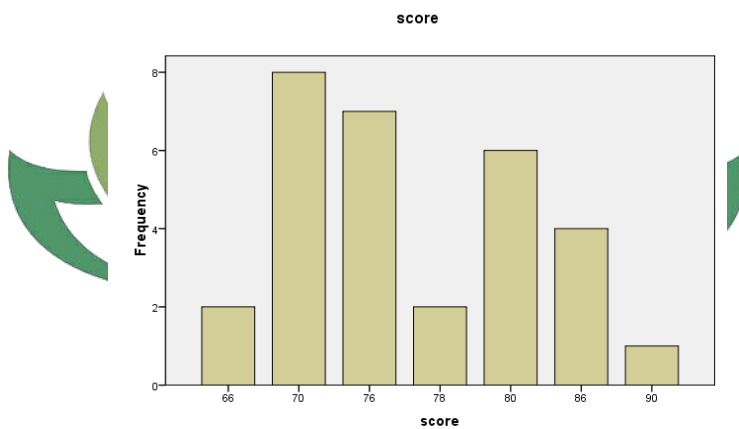
The post-test was administrated in order to know students' speaking skill before the treatments given. It can be seen from the post-test score of students' speaking ability in the control class and experimental class.



Based on the figure 3 it could be seen that there were 1 student who got 52 score, 3 students who got 54 score, 1 student who got 56 score, 6 students who got 60 score, 1 student who got 62 score, 6 students who got 66

score, 7 students who got 70 score, 3 students who got 74 score and 1 student who got 84 score. It can be seen that highest of pre-test of control class was 84 and the lowest score was 52, the mean of post-test in control class is 64.97, standard deviation = 7.457,  $N = 30$ , median = 66, mode = 70, variance = 55.606, minimum score = 52, maximum= 84. It showed students' speaking ability after they got treatments.

**Figure 4.4**  
**The Result of Post Test in Experimental Class**



Based on the figure 4 it could be seen that there were 2 students who got 66 score, 8 students who got 70 score, 7 students who got 76 score, 2 students who got 78 score, 6 students who got 80 score, 4 students who got 86 score and 1 student who got 90 score. It can be seen that highest of experiment class was 90 and the lowest score was 66, the mean of post-test in experimental class is 76.47, standard deviation = 6.383,  $N = 30$ , median =

76.00, mode = 70, variance = 40.740, minimum score = 66, maximum= 90. It showed students' speaking ability after they got treatments.

## B. Result of the Data Analysis

### 1. Fullfilment of Assumption

#### a. Result of Reliability

Reliability shows that the instrument can be believed to be used as a tool of data collecting when the instrument good enough. From the calculation above, the result of pre-test (813) and the result of post test (825). It means that the instrument has very high reliability. (see appendix)  
(calculate reliability of the test)

#### b. Result of Normality Test

Normality test was done to know wether the data has normal distribution or not. The hypothesis for the normality test is formulated as follows:

##### a) The hypotheses are:

$H_0$  :the data are normally distributed

$H_a$  :the data are not normally distributed

##### b) The test criteria

If the value (p) > significant ( $\alpha = 0.05$ ) it means that,  $H_0$  was accepted

If the value (p) < significant ( $\alpha = 0.05$ ) it means that,  $H_a$  was accepted

**Table 4.1**  
**Tests of Normality**

	Technique	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	Experimental	.120	30	.200*	.968	30	.491
	Control	.160	29	.055	.927	29	.047

Lilliefors Significance Correction

Based on Table above, it can be seen that Pvalue (Sig.) for experimental class was 0.200 and Pvalue (Sig.) for control class was 0.055. Because Sig. (Pvalue) of experimental class  $> \alpha 0.05$ . So,  $H_0$  is accepted and Sig.(Pvalue) for the control class  $> \alpha 0.05$ . So,  $H_a$  is rejected. The conclusion was that the data in the experimental class and control class had normal distribution.

c. Result of Homogeneity

Homogeneity test was to know whether the variance of the data is homogeneous or not. The hypotheses for the homogeneity test are formulated as follows

a) The hypotheses are:

$H_a$  = The variance of the data is not homogeneous

$H_0$  = The variance of the data is homogeneous

b) The criteria of the test are follows:

$H_0$  is accepted if  $\text{sig} > \alpha = 0.05$

$H_a$  is accepted if  $\text{sig} < \alpha = 0.05$



**Table 4.2**  
**Test of Homogeneity of Variance**

**Test of Homogeneity of Variances**

Score

Levene Statistic	df1	df2	Sig.
.898	1	57	.347

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that  $Sig.(Pvalue) = 0.347 > \alpha = 0.05$ . It demonstrated that  $H_0$  was accepted because  $Sig.(Pvalue) > \alpha = 0.05$ . It means that the variance of the data was homogenous.

d. Result of hyphotetical test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypothesis formulas are:

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

$H_0$  is accepted if  $Sig.(Pvalue) > \alpha = 0.05$

$H_a$  is accepted if  $Sig. (Pvalue) < \alpha = 0.05$

$H_a$  : There is significant influence of using Poster Presentation towards students' speaking ability

$H_0$  : There is no significant influence of using Poster Presentation towards students' speaking ability

While the criteria of the test

$H_0$  is refused, if the score of  $t_{\text{observed}} < t_{\text{critical}}$ , in other case

$H_a$  is accepted, if the score of  $t_{\text{observed}} > t_{\text{critical}}$ , with  $\alpha = 0.05$  (5%)

**Table 4.3**  
**Independent Samples Test**

	Levene's Test for Equality of Variance s		t-test for Equality of Means							
	F	Sig .	t	Df	Sig. (2-tailed )	Mean Differe nce	Std. Error Differ ence	95% Confidence Interval of the Difference		
								Lowe r	Upper	
Score	Equal variances assumed	.898	.347	3.209	57	.002	9.595	2.991	3.607	15.584
	Equal variances not assumed			3.216	56.392	.002	9.595	2.984	3.602	15.571

Based on the results obtained in the independent sample t-test in Table 14, that the value of significant generated  $\text{Sig.}(P_{\text{value}}) = 0.002 < \alpha = 0.05$ . So,  $H_a$  is accepted and  $H_0$  is rejected. Based on the computation, it can be concluded that there was significant influence of using Poster Presentation towards students' speaking ability at the first semester of the twelfth grade of MAN 1 Pesisir Barat in the academic year 2017/2018.

### C. Discussion

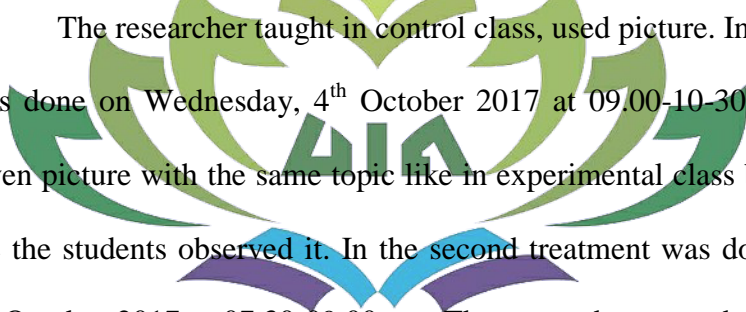
The researcher found the problem that the students were afraid to speak English because they have lack of vocabulary, they afraid to make mistake when they practice to speak English, and the speaking scores are still low. It was the reason from the researcher to conduct the research. At the beginning of the research, the pretest was administered to know students' achievement in speaking ability before they were given treatments by the researcher.

The researcher did pre-test for one class out of experimental and control classes. In the other hand, the result showed that the mean score of pre-test between experimental and control class were slightly different. The mean score of pre-test in experimental class was 56.73 and the mean score or pre-test in control class was 54.82. afterwards, students were taught by using poster presentation in the experimental class. The material was three topics of analytical exposition text based on themes of lesson plan and the syllabus.

The researcher did the treatment for three times in class XII IPA 1 as experimental class. The first treatment for experimental class was done on Tuesday, October 3<sup>rd</sup> 2017 at 07.30-09.00 am, the students were giving material about analytical exposition text and the topic about is smoking good for us. In the secont treatment on Friday, October 6<sup>th</sup> 2017 at 10.00-11-30 am,

the topic was about cars should be banned and the third treatment was done on Tuesday, 10<sup>th</sup> 2017, the topic was about fast food.

In the first meeting in experimental class, the students felt nervous used poster presentation because they were afraid if they cannot present the poster presentation correctly. Many students cannot speech well and some of them afraid when they were preent in front of the class. But in the second meeting, students feel more enjoyed than before, the treatments was run well. An in third treatment the students used poster presentation enthusiastically. The spoke and present better than before.



The researcher taught in control class, used picture. In the first meeting was done on Wednesday, 4<sup>th</sup> October 2017 at 09.00-10.30 am the students given picture with the same topic like in experimental class by the researcher the the students observed it. In the second treatment was done on Thursday, 5<sup>th</sup> October 2017 at 07.30-09.00 am. The researcher gave the topic about cars should be banned, and third treatment was done on Wednesday, 11<sup>th</sup> 2017 at 13.00-14.30 pm. The researcher did the same like two meetings before but in different topics, it was about analytical exposition text and the students have to speak in the front of the class. The students were class XII IPA 3 as control class.

The differences between experimental and control class were the process in teaching and learning. In the experimental class the students very crowded and active. They were interested in learning speaking because they

want to be a good speaker so they had to know the poster presentation about the analytical exposition to support them when they presented in front of the class. And in the control class the students more passive in the middle of process of learning because they felt bored. In conclusion, the researcher suggested that using poster presentation in speaking class is more effective than using picture. By using poster presentation, the students enriched their speaking ability in the material about analytical exposition text.

At the end of the research, post-test was given to measure the influence of students' speaking ability in both classes after the treatment done. The mean score of post-test in experimental was 76.47 and the mean score of post-test in control class was 64.9. It showed that the students' post-test score in experimental class were higher than students' post-test score in control class.

Besides, the poster presentation had influence to increase students' speaking ability. While based on the calculation of the independent sample t test,  $Sig.(P_{value}) = 0.002 < \alpha = 0.05$ . So,  $H_a$  is accepted and  $H_o$  is rejected. This result proved that there was influence of using poster presentation in teaching students' speaking ability at the first semester of the twelfth grade of MAN 1 Pesisir Barat in the academic year of 2017/2018. Based on the result of this research, this experiment also proved the Geraldine o'neill and David Jennings' statement about Poster Presentation can increase students' confidence, and improve students' speaking skill

The implementation of this media enabled students to communicate with the member of the group and to develop relationship in the classroom. In this research, Poster Presentation created cooperative atmosphere and the students felt comfortable in practicing their speaking ability. By using Poster Presentation students can develop their listening and speaking simultaneously. Each student in the group actively participated by speaking and sharing their ideas and opinions. It can provide opportunity for students to comprehend the relationship between listener and speaker. Poster Presentation also helped the students to build confidence and fluency.

The result of this study proved that after getting treatment using Poster Presentation the students' fluency improved from 3 score to 4 score. More than 50% students of experimental group got very good score and excellent after getting treatment by using Poster Presentation. Implementing Poster Presentation in the class especially in speaking class, it can help the teacher to use time effectively. Poster Presentation also made the students to work independently and to improve their autonomy in class, because Poster Presentation let the students as the learning center.

The researcher concluded that poster presentation can solve the problem because the students used to difficulties to increase their speaking ability in the class. The result of this research showed that there was significant influence of using poster presentation to improve students' speaking ability that focused on analytical exposition text. The result was



supported by several researches that was done by Oktian entitled The Effect Of Poster Presentation Towards Students' Creativity and Concept Comprehension About Pollution Concept. So this research and three previous researches had same result. It means that this result enriched the students' speaking ability.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After conducting the research, presenting the data, analyzing the data and discussing the result, in this chapter the conclusion and suggestion would like to present which is entitled “The Influence of Using Poster Presentation Towards Students’ Speaking Ability at the First Semester of the Twelfth Grade of MAN 1 Pesisir Barat in the Academic Year of 2017/2018”.

#### **A. Conclusion**

After presenting and analyzing data in the previous chapter, the writer accomplishes to the conclusion as follows:

There is a significant influence of using Poster Presentation towards students’ speaking ability. Because by seeing the result of the data calculation in the previous chapter where null hypothesis ( $H_o$ ) was rejected, and alternative hypothesis ( $H_a$ ) was accepted, it means that the researcher’s assumption is true, that is, Poster Presentation can give a significant influence towards students’ speaking ability. It was supported by the scores achieved by the students in which they got higher scores after gave the treatment. Poster Presentation as a media for teaching speaking. The significant can be seen from Sig ( 2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig

(2-tailed) is 0.002. it is lower than  $\alpha = 0.05$  and its mean  $H_o$  its rejected and  $H_a$  is accepted. It can be revealed from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

## **B. Suggestion**

After conducting the experiment, analyzing the data and discussing the result, the researcher gives some suggestions to those who might be benefited to the result of this research; they are English teacher and future researcher.

### **1. Suggestion for English Teacher**

To make Poster Presentation successfully to be implemented in the classroom, the writer recommends several suggestions to be taken into consideration by English teacher. Those suggestions are:

- a. Poster Presentation can be one alternative media to teach speaking, writing, listening and reading.
- b. The implementation of Poster Presentation as media is suitable for teenagers or adolescent especially junior or senior high school students. The discussions topic should be appropriated to the age of the students and interesting for them in order to get a maximum result.
- c. The teacher should be patient in giving clear instruction to the students before using Poster Presentation because this media is confusing for the students in the beginning. The teacher should give clear explanation about what the students should do while

Poster Presentation applied, so that they can understand their role.

Clear and well-organized instruction will help the students to perform and understand more easily.

- d. The teacher must carefully set the time allocation and the member of the groups. If the time allocation is not appropriate and the member of the group is too large, it is difficult to handle.

## **2. Suggestion to The Students**

- a. The students should learn and be more seriously in learning English in order to develop their speaking ability.
- b. The students should practice the language they have to learn with their environment even with their friends or teachers.

## **3. Suggestion to the School**

The school should provide other facilities for students to practice their english competency.

## **4. Suggestion to Future Researcher**

To other future researchers, it is recommended for them to develop this media for teaching other skills, such as: writing, listening and reading; or teaching speaking in the different level of the students. It can be hoped this study will emerge further researcher to conduct or continue the same study in other skills.

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**CONTROL CARD**

**Name : SITI TIARA ULFA**  
**Student Number : 1311040204**  
**Title : THE INFLUENCE OF USING POSTER PRESENTATION TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE TWELFTH GRADE OF MAN 1 PESISIR BARAT IN THE ACADEMIC YEAR 2017/2018**

No.	Date	Consultation	Signature
1.			
2.			
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8.			

**Bandar Lampung,      November 2017**  
**Co- Advisor**

**Agus Hidayat, M.Pd**



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

*Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289*

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**CONTROL CARD**

**Name : SITI TIARA ULFA**  
**Student Number : 1311040204**  
**Title : THE INFLUENCE OF USING POSTER PRESENTATION TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE TWELFTH GRADE OF MAN 1 PESISIR BARAT IN THE ACADEMIC YEAR 2017/2018**

No.	Date	Consultation	Signature
1.			
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**Bandar Lampung,     November 2017**  
**Advisor**

**Dr. M. Muhassin, M.Hum**  
**NIP. 197708182008011012**

## Appendix 1

### The Interview with the english teacher in prelimenery research

#### Interview for the teacher

No	Question	Answer
1	Berapa lama ibu mengajar bahasa inggris?	Saya mengajar 5 tahun lebih
2.	Tolong jelaskan pengalaman ibu mengajar bahasa inggris, khususnya mengajar berbicara/speaking?	Dalam berbicara/speaking siswa yang saya ajar masih kesulitan karena mereka tidak berlatih.
3	Apakah ibu mempunyai media khusus dalam mengajar berbicara/speaking?	Saya tidak menggunakan media khusus , tetapi saya mengajar hanya biasa-biasa saja.
4	Apakah ibu mempunyai masalah dalam mengajar berbicara/ speaking? Apa saja masalahnya?	Ya saya mengalami masalah, sebagian siswa tidak bisa berlatih didepan kelas karena mereka takut untuk berbicara didepan kelas
5	Bagaimana kemampuan siswa dalam berbicara/ speaking?	Sebagian siswa memiliki kemampuan rendah dalam speaking, karena mereka tidak bisa berbicara lancar.
6	Apakah ibu pernah menggunakan media dalam mengajar berbicara/speaking?	Saya hanya menggunakan gambar dalam mengajar berbicara dan belum pernah menggunakan media yang lebih menarik.
7	Apa sajakah kriteria ibu dalam proses penilaian speaking siswa?, dan bagaimana ibu member nilai kepada siswa?.	Saya memiliki kriteria yaitu, kelancaran, pengucapan,kosa kata, grammar, dan pemahaman. Setiap criteria saya beri nilai 1-5. Untuk semua kriteria saya hitung untuk 70. Nilai sudah termasuk kedalam KKM.

## Appendix 2

### The Questionnaires for the Students in Preliminary Research

#### Penjelasan:

Kuesioner ini dibuat untuk mengetahui pendapat anda tentang pelajaran bahasa inggris dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuesioner ini tidak berpengaruh sama sekali terhadap nilai. Oleh karena itu jangan ragu untuk menjawab setiap pertanyaan. Jawablah pertanyaan dibawah ini sejujur-jujurnya dan sejelas-jelasnya sesuai dengan kondisi yang kalian alami.

#### Petunjuk Pengisian:

1. Bacalah dengan teliti setiap pertanyaan sebelum anda memberi jawaban.
2. Berilah tanda Silang (X) pada alternatif jawaban yang telah disediakan sesuai dengan keadaan anda.

#### Keterangan Alternative Jawaban

1. SS : Sangat setuju
2. S : Setuju
3. BS : Biasa saja
4. TS : Tidak setuju
5. STS : Sangat tidak setuju

No	Pernyataan	Keterangan				
		SS	S	BS	TS	STS
1	Saya menyukai bahasa inggris					
2	Saya sangat pandai berbicara dalam bahasa inggris					
3	Saya suka belajar bahasa inggris khususnya speaking					
4	Saya sering menghadapi kesulitan dalam belajar speaking					
5	Saya kesusulitan mengungkapkan kata-kata dalam bahasa inggris					
6	Saya malu berbicara bahasa inggris					
7	Saya merasa bosan ketika belajar bahasa inggris					
8	Guru menciptakan suasana kelas yang menyenangkan dalam belajar berbicara bahasa inggris					
9	Saya menikmati pelajaran bahasa inggris yang diberikan guru					
10	Saya lebih suka guru mengajar bahasa inggris dengan dengan teknik/ metode yang menarik.					

No	Pertanyaan	Teori
1	Saya menyukai bahasa inggris	Brown (1997:7) English is viewed as a language which gives you access to the world. It means that students should have motivation to learn english because now english can give you access to arround the world and english is international language.
2	Saya sangat pandai berbicara dalam bahasa inggris	Harmer (2001) stated that speaking happens when two people are engaged in talking to each other and theyare sure that they are doing it for good reason. Their reason may be that they want to say something, they have some communicative purposes, and they select from their language store.
3	Saya suka belajar bahasa inggris khususnya speaking.	Chaney (1998:13) , Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context. It means if student have a high motivation and intereset to learn speaking, it help students can build their language especially in English and they can share the ideas and feelings with their partner too.
4	Saya sering menghadapi kesulitan dalam belajar speaking.	Magdalena (2011:38) Speaking is generally perceived as the most fundamental skill to acquire. However, it is also a commonly recognized fact that achieving proficiency in foreign language speaking in classroom conditions is not an easy task. It means speaking is a skill which is need more knowledge and prosperity.
5	Saya kesulitan mengungkapkan kata-kata dalam bahasa inggris	Hugges (2003:131) there are five categories of Oral Proficiency Scoring. One of them is vocabulary.It means if the students want to practice speaking they

		<p>should have one categories that is vocabulary.</p> <p>Sometimes if the students speak English, they should have a sentence in mind, but they miss two or three important vocabulary words – and then it becomes difficult to say what they are thinking.</p>
6	Saya malu berbicara bahasa inggris	<p>The problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning Problems and challenges in teaching and learning speaking , process and learning speaking in particular. Ur (1995:121) defined that inhibition – fear of making mistakes, losing face, criticism; shyness. It means the students scared to speak up and make some mistakes</p>
7	Saya merasa bosan ketika belajar bahasa inggris	<p>Zamel (1985: 79) states that teacher's feedback can be effective if teachers respond to students writing as genuine and interested readers rather than as judges and evaluators.</p> <p>It mean that, when students low motivation to learn english, the teacher should actively encourage and attract the students' motivation in the class in order to make them interested and motivated in learning English.</p>
8	Guru menciptakan suasana kelas yang menyenangkan dalam belajar berbicara bahasa inggris	<p>Richard (2002), the teacher's strategy is a way of engaging all of activities and materials into a classroom.</p> <p>The last factor that influenced the change of the students' speaking skill was the teacher's approach in the classroom activities. It was stated by Brown (2001), the teacher's approach is important roles in managing the class. There were several characteristics in teaching and learning process such as controller, director,</p>

		<p>manager, facilitator, and resources.</p> <p>One of the important factors causing students' poor speaking skill is the technique used by the teacher where the teacher uses inappropriate speaking teaching techniques or strategies, teaching media, and teaching materials. The speaking teaching techniques or strategies in the classroom normally employed by the teacher may not work very well or be monotonous and not interesting for the students. As a result, the students have difficulty developing themselves in teaching and learning process.</p>
9	Saya menikmati pelajaran bahasa inggris yang diberikan guru	<p>In every foreign language classroom, language functions as the medium through which teachers teach and students demonstrate what they have learned (Johnson 1995). It means that the teachers try to use the target language to control both the content and the structure of classroom interactions, learners try to respond to their teachers' use of language. And also create class atmosphere comfortably.</p>
10	Saya lebih suka guru mengajar bahasa inggris dengan dengan teknik/ metode yang menarik.	<p>Suzane (2006:1) Education has always been awash with new ideas about learning and teaching. Teachers and administrators are regularly bombarded with suggestions for reform. They are asked to use new curricula, new teaching strategies, and new assessments. It can be seen that as a suggestion a teacher should use strategy or technique to tech the students.</p>



### Appendix 3

#### The result of questionnaires' answers

Number of question	SS		S		BS		TS		STS		Total	
	Respondent	(%)	Respondent	(%)	Respondent	(%)	Respondent	(%)	Respondent	(%)	Respondent	(%)
1	15	25 %	20	34 %	14	24 %	7	12 %	3	5 %	59	100 %
2	0	0 %	8	14 %	15	25 %	25	42 %	11	19 %	59	100 %
3	7	12 %	9	15 %	16	27 %	18	31 %	9	15 %	59	100 %
4	13	22 %	17	29 %	13	22 %	7	13 %	8	14 %	59	100 %
5	18	31 %	20	34 %	7	13 %	8	14 %	6	8 %	59	100 %
6	10	17 %	21	36 %	12	19 %	8	14 %	8	14 %	59	100 %
7	12	19 %	15	25 %	12	19 %	10	17 %	10	17 %	59	100 %
8	10	17 %	13	22 %	18	31 %	10	17 %	8	14 %	59	100 %
9	15	25 %	15	25 %	18	31 %	6	10 %	5	9 %	59	100 %
10	20	34 %	20	34 %	9	15 %	5	9 %	4	8 %	59	100 %

*Appendix 4*

**Student's speaking score of XI IPA 1 MAN 1 Pesisir Barat  
in the academic year 2017/2018**

No	Name	Kode	Score
1	ADE GEA VERONICA	A1	60
2	AHMAD HAFIDZ ARIFIN.S	A2	62
3	AHMAD IHSAN	A3	70
4	ARIF FADILAH	A4	68
5	CAHYA MITARA	A5	58
6	CICI FITRI HANDA YANI	A6	58
7	DELLA SISMIANI	A7	50
8	DENA SARI	A8	52
9	DESI CESARIANI	A9	58
10	DIANA SAFITRI	A10	60
11	EGA MAYANG SARY	A11	56
12	EKA SEPTIYANA	A12	60
13	JEFFRI EFENDI	A13	65
14	LISA LISTARI	A14	60
15	M.IQBAL	A15	65
16	MUNAFATIN APFAH	A16	62
17	RANI ANISYA	A17	60
18	RENDI YULIUS	A18	58
19	RIZA YANA	A19	60
20	RIZAL PRATAMA	A20	62
21	ROCKY ASTRADA	A21	62
22	ROBY FIRMANSYAH	A22	70
23	SUCI TIARA NOVALIA	A23	72
24	TANIA LIASARI	A24	70
25	ULFI SAPUTRI	A25	60
26	YESI ANJELINA	A26	72
27	YORA ANTA WIRYA	A27	78
28	YULIANA	A28	65
29	YUSFIKA	A29	62
30	YULYA ZATALIN	A30	60

**Student's speaking score of XI IPA 2 MAN 1 Pesisir Barat  
in the academic year 2017/2018**

No	Name	Kode	Score
1	AMIK HERNINGSIH	B1	60
2	ANDRIAN JULIANTO	B2	60
3	ARI YOGI CRISTIAN SIANIPAR	B3	62
4	AYU PRATIWI	B4	68
5	BAGUS JAILANI SAPUTRA	B5	58
6	BUNGA PRASASTI	B6	60
7	DAFFA RAIHAN SINGA	B7	58
8	DEA OCTARIANI	B8	65
9	DHEVAND MUHAMMAD A	B9	60
10	DONALDO TANDOU	B10	64
11	DONI ARYA SANJAYA	B11	55
12	DWI YUNITA	B12	68
13	FAJAR ADITYA PUTRA	B13	60
14	HARIMAN SADEQ	B14	64
15	JUNAIDI	B15	62
16	KHOIRUL'AALIM	B16	70
17	LAURA NOVEBRINA	B17	75
18	MUHAMMAD RIZQIRINALDY	B18	64
19	MUHAMMAD YOGA PRATAMA	B19	62
20	NATASYA FIDELA	B20	75
21	NINDI SEKAR AYU	B21	64
22	NOVITA SARI	B22	70
23	PUTRI ANANDA LESTARI	B23	62
24	RANI DAMAYANTI	B24	64
25	RATU ZALFA AGUSTIN	B25	60
26	RISKI AFRIZA MAHARANI	B26	60
27	SINDI WIDIA PUTRI	B27	70
28	WILLY AJI PAMUNGKAS	B28	72

**Student's speaking score of XI IPA 3 MAN 1 Pesisir Barat  
in the academic year 2017/2018**

No	Name	Kode	Score
1	AAT SANTIKA	C1	56
2	ANGGUN SETIOWATI	C2	72
3	ARUM SANTIKA	C3	55
4	BENO FERNANDO	C4	55
5	DELIMA NUR MUNISAH	C5	62
6	DERA SEPTIANA	C6	68
7	DODI PERWIRA	C7	60
8	DONI JULIANDO	C8	70
9	ELSA JUNIA AMARA	C9	68
10	ERIYA FITRIYANTI	C10	60
11	FEBI YOLA SALSABELA	C11	50
12	JAKA NUR AZIS	C12	58
13	JALAL IKROM	C13	68
14	KHOIRUNNISA	C14	55
15	LANTI SANTIA	C15	55
16	LISA DARMA LINDA	C16	64
17	LISA RESTI YANI	C17	60
18	M.RAFI MUBARAK	C18	68
19	MEGO NATALIA	C19	75
20	NABILLA PUTRI	C20	70
21	OLVA FERINA	C21	70
22	PUTRI UTAMA	C22	60
23	PUTRIA	C23	63
24	RIFKI	C24	60
25	RIKA DIANA	C25	58
26	SHERLY	C26	68
27	TITIK ANGGARA	C27	50
28	YOSI ARSILA	C28	60
29	YUDI NOFRIANSYAH	C29	64

**Student's speaking score of XI IPS 1 MAN 1 Pesisir Barat  
in the academic year 2017/2018**

No	Name	Kode	Score
1	AULIA MARETA	D1	72
2	BUDI SUHATI LESTARI	D2	74
3	CHICI ARYONO	D3	70
4	DWI ASTI ANGGRAINI	D4	60
5	EKA OKTA SARI	D5	60
6	ELVIA ANGGRAINI	D6	70
7	EVIN LISTARINI WINDIARTI	D7	65
8	FANTONIUS TOBING	D8	72
9	FITRI SEPTIA	D9	70
10	FRESILIA DAMAYANTI	D10	65
11	GUSTIA YOLANDA	D11	65
12	HAMSYAH	D12	70
13	HENNY APRINA	D13	74
14	KADEK ENTYAWATI	D14	75
15	FENNY APRIANSYAH	D15	70
16	MARTI LISTYANINGSIH	D16	72
17	MELISA FITRI	D17	70
18	MUHAMMAD TAHTA DINATA	D18	70
19	MUTIARA JANATY PUTRI	D19	75
20	NATANAEL MARTIAN D.S	D20	70
21	NINA SINTIA	D21	78
22	RAHMI ADILA PUTRI	D22	58
23	SUNALIA ANDRIANI	D23	65
24	TIARA ADITIA	D24	70
25	TIUR NOPAHYANTI SEREGAR	D25	60
26	VESKI ZUNIOUS	D26	62
27	WINDI PRATIWI	D27	68
28	YUNITA LESTARI	D28	70
29	ZULAIKA	D29	68

**Student's speaking score of XI IPS 2 MAN 1 Pesisir Barat  
in the academic year 2017/2018**

No	Name	Kode	Score
1	ACHMAD SYAUKI N	E1	60
2	ADE RIZKI NOVRIAWAN	E2	50
3	AFIFAH PUTRI IRRANY	E3	68
4	ANGGA PRATAMA Z	E4	55
5	ANNISA SABRINA SIREGAR	E5	75
6	APRILIANI	E6	50
7	ATIKA JULIYANI	E7	70
8	AULIA AYUNINGRUM	E8	62
9	BAGUS DWI SEPTIAN	E9	75
10	EKA MELANIA	E10	64
11	ENGGA SALSABIL P	E11	68
12	FADILA MAY SARI	E12	70
13	FAJAR ALDILA	E13	60
14	FIRMAN SEPTIAWAN	E14	60
15	INTAN PURNAMA	E15	68
16	JOVANCA MAHARDIKA PUTRI	E16	55
17	JULI PRASETIO	E17	60
18	KHAYATTUN NISA	E18	70
19	MILAN TRI SEPTIANI	E19	62
20	MURNIYEH	E20	64
21	PANCA DHARMA KUSUMA	E21	62
22	RIDWAN SADDAM	E22	64
23	RIKA AULIA NINGTIAS	E23	60
24	RINTAN WAHYU SAFITRI	E24	62
25	RUDI KURNIAWAN	E25	60
26	SAMIYATUN KHOIRIYAH	E26	60
27	TATA NURLATIFAH	E27	50
28	VANNY APRILIA	E28	64
29	WIDIA DWI LESTARI	E29	62
30	WIWIN SAPUTRA	E30	62
31	YOGI HANDIKA	E31	60
32	ZERLIN NOVICKA	E32	64

**Student's speaking score of XI IPS 3 MAN 1 Pesisir Barat  
in the academic year 2017/2018**

No	Name	Kode	Score
1	AYU AZZAHRA	F1	60
2	DEWI NOVIYANTI	F2	62
3	DIAN SETIA NINGSIH	F3	70
4	DION PRAYOGI	F4	62
5	EGI WAHYUDI	F5	60
6	FAJAR ANDES WIJAYA	F6	64
7	FAJAR SEDAYU	F7	60
8	GERI LESTARI	F8	64
9	ISMA WATI	F9	62
10	RIKA WAHYUNI	F10	70
11	RISKI FEBRIAN	F11	50
12	RIZKA ALFINA RAHMADANI	F12	62
13	SATRIO DWI RAMADHAN	F13	64
14	SINDY NUR AULIA	F14	64
15	SITI JULAIQOQ	F15	68
16	SITI NURIYAH ABIDAH	F16	55
17	SITI YULI SETIANI	F17	70
18	TATA HARYATI	F18	58
19	TRIANA ULAN LESTARI	F19	58
20	VIGI APRIYANA	F20	60



**Student's speaking score of XI IPS 4 MAN 1 Pesisir Barat  
in the academic year 2017/2018**

No	Name	Kode	Score
1	ARDHY NUGRAHA	G1	60
2	CINTYA YOLA FRANCISKA	G2	60
3	DEBBY KUNCORO WIBOWO	G3	58
4	DESI KURNIYATI	G4	55
5	DINA GUSTIYA RINI	G5	68
6	EKA DANA PRABOWO	G6	60
7	EMI ELIZA	G7	70
8	FIFI ANGGRAINI	G8	75
9	FITRIA INSYAFITRI	G9	60
10	FITRIA MASITOH	G10	55
11	HENI OKTAVIANA	G11	58
12	JOELISCA SAPUTRA	G12	68
13	KURNISA AYI PERTIWI	G13	62
14	LANANG YOGA PRATAMA	G14	60
15	MUHAMMAD ZAZULI	G15	70
16	STEVIAN AHMAD Y	G16	64
17	SUJATMIKO	G17	62
18	TIARA MEILITA SELA	G18	60
19	TRI YUNITA SARI	G19	64
20	WHISNU KESUMA WIBISONO	G20	65

## Appendix 5

### Students' Name Control Class

No	Name of the Students	Code
1	AAT SANTIKA	C- 1
2	ANGGUN SETIOWATI	C- 2
3	ARUM SANTIKA	C- 3
4	BENO FERNANDO	C- 4
5	DELIMA NUR MUNISAH	C- 5
6	DERA SEPTIANA	C- 6
7	DODI PERWIRA	C- 7
8	DONI JULIANDO	C- 8
9	ELSA JUNIA AMARA	C- 9
10	ERIYA FITRIYANTI	C- 10
11	FEBI YOLA SALSABELA	C- 11
12	JAKA NUR AZIS	C- 12
13	JALAL IKROM	C- 13
14	KHOIRUNNISA	C- 14
15	LANTI SANTIA	C- 15
16	LISA DARMA LINDA	C- 16
17	LISA RESTI YANI	C- 17
18	M.RAFI MUBARAK	C- 18
19	MEGO NATALIA	C- 19
20	NABILLA PUTRI	C- 20
21	OLVA FERINA	C- 21
22	PUTRI UTAMA	C- 22
23	PUTRIA	C- 23
24	RIFKI	C- 24
25	RIKA DIANA	C- 25
26	SHERLY	C- 26
27	TITIK ANGGARA	C- 27
28	YOSI ARSILA	C- 28
29	YUDI NOFRIANSYAH	C- 29

## Appendix 6

### Students' Name Experimental Class

No	Name of the Students	Code
1	ADE GEA VERONICA	E- 1
2	AHMAD HAFIDZ ARIFIN.S	E- 2
3	AHMAD IHSAN	E- 3
4	ARIF FADILAH	E- 4
5	CAHYA MITARA	E- 5
6	CICI FITRI HANDA YANI	E- 6
7	DELLA SISMIANI	E- 7
8	DENA SARI	E- 8
9	DESI CESARIANI	E- 9
10	DIANA SAFITRI	E- 10
11	EGA MAYANG SARY	E- 11
12	EKA SEPTIYANA	E- 12
13	JEFRI EFENDI	E- 13
14	LISA LISTARI	E- 14
15	M.IQBAL	E- 15
16	MUNAFATIN AFIFAH	E- 16
17	RANI ANISYA	E- 17
18	RENDI YULIUS	E- 18
19	RIZA YANA	E- 19
20	RIZAL PRATAMA	E- 20
21	ROCKY ASTRADA	E- 21
22	ROBY FIRMANSYAH	E- 22
23	SUCI TIARA NOVALIA	E- 23
24	TANIA LIASARI	E- 24
25	ULFI SAPUTRI	E- 25
26	YESI ANJELINA	E- 26
27	YORA ANTA WIRYA	E- 27
28	YULIANA	E- 28
29	YUSFIKA	E- 29
30	YULYA ZATALIN	E- 30

### Appendix 7

#### SCORE PRE-TEST CONTROL CLASS

NO	NAME	Grammar		Vocabulary		Pronuniation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	C-1	2	2	3	2	2	3	2	3	3	2	24	48
2	C -2	2	3	2	2	3	2	3	3	2	3	25	50
3	C -3	2	2	3	3	3	3	4	4	3	3	30	60
4	C -4	3	3	3	3	2	3	3	3	3	2	28	56
5	C -5	3	3	3	3	3	2	2	2	3	3	27	54
6	C -6	4	3	4	3	4	2	3	3	3	3	32	64
7	C -7	3	3	2	3	3	3	3	4	3	2	29	58
8	C -8	3	2	3	3	3	3	2	3	2	2	26	52
9	C -9	4	3	3	3	2	3	3	2	2	3	28	56
10	C -10	3	3	3	3	2	2	3	3	3	3	28	56
11	C -11	4	3	3	3	3	3	2	2	2	2	27	54
12	C -12	3	3	3	4	3	3	2	3	3	3	30	60
13	C -13	3	3	3	3	3	3	2	3	2	3	28	56
14	C -14	2	2	2	2	2	3	3	3	3	3	25	50
15	C -15	2	2	3	2	3	2	3	2	2	3	24	48
16	C -16	3	3	3	3	3	3	4	3	3	2	30	60
17	C -17	3	3	3	4	3	3	3	2	3	3	30	60
18	C -18	3	4	3	4	3	4	4	3	3	4	35	70
19	C -19	3	4	4	4	3	3	3	3	4	3	34	68
20	C -20	3	2	3	3	3	2	3	2	2	2	25	50
21	C -21	3	3	3	3	3	2	3	2	3	2	28	56
22	C -22	2	1	2	2	2	2	2	2	3	2	20	40
23	C -23	2	2	2	2	3	2	1	3	2	2	21	42

NO	NAME	Grammar		Vocabulary		Pronuniation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
24	C -24	3	3	3	3	3	3	3	3	3	3	30	60
25	C -25	3	2	3	3	3	4	3	3	3	3	30	60
26	C -26	3	3	2	2	2	3	2	3	3	2	25	50
27	C -27	2	3	2	2	3	3	3	4	3	3	28	56
28	C -28	3	3	4	3	2	3	3	3	2	2	28	56
29	C -29	2	2	2	2	2	2	2	2	2	2	20	40





NO	NAME	Grammar		Vocabulary		Pronunciation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
25	C -25	3	3	3	3	3	4	4	4	4	4	35	70
26	C -26	2	3	3	3	4	4	4	4	4	4	35	70
27	C -27	3	3	4	4	3	4	3	3	4	4	35	70
28	C -28	3	3	3	3	4	4	4	4	4	3	35	70
29	C -29	4	4	3	3	3	3	4	3	4	5	35	70





### Appendix 9

#### SCORE PRE -TEST EXPERIMENTAL CLASS

NO	NAME	Grammar		Vocabulary		pronuniation		Fluency		comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	E-1	2	2	3	3	4	4	3	3	3	4	31	62
2	E-2	3	3	3	3	4	3	4	3	4	4	34	68
3	E -3	4	3	4	4	3	4	3	4	3	4	36	72
4	E -4	4	4	3	4	3	3	4	3	3	4	35	70
5	E -5	3	3	4	4	3	2	3	3	3	2	30	60
6	E -6	3	3	3	2	3	3	3	4	2	2	28	56
7	E -7	2	1	2	3	2	2	2	1	2	3	20	40
8	E -8	2	2	2	2	3	2	3	3	2	3	24	48
9	E -9	2	2	2	3	3	2	3	3	2	3	25	50
10	E-10	3	2	3	2	3	3	2	3	3	4	28	56
11	E -11	2	2	2	2	2	2	3	3	2	3	23	46
12	E -12	3	2	3	2	3	2	3	3	2	3	26	52
13	E -13	2	1	3	3	2	2	2	2	2	2	21	42
14	E -14	3	3	3	3	3	3	4	3	4	4	33	66
15	E -15	3	3	3	2	3	3	4	3	4	4	32	64
16	E -16	2	3	2	3	2	2	2	2	3	2	23	46
17	E -17	2	1	3	3	2	1	2	2	2	2	20	40
18	E -18	4	3	4	3	3	3	4	4	2	2	32	64
19	E -19	4	4	3	3	4	4	4	3	3	3	35	70
20	E -20	3	3	3	3	3	3	4	3	4	4	33	66
21	E -21	3	3	3	3	3	3	4	3	4	4	33	66
22	E -22	2	3	3	3	3	2	3	2	3	3	27	54
23	E -23	2	2	3	2	2	2	2	2	3	2	22	44

NO	NAME	Grammar		Vocabulary		pronuniation		Fluency		comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
24	E -24	2	2	3	3	3	3	2	3	3	3	27	54
25	E -25	4	4	3	3	4	4	4	3	3	3	35	70
26	E -26	4	4	3	3	4	4	4	3	3	3	35	70
27	E -27	2	2	2	3	3	3	3	2	2	2	24	48
28	E -28	2	3	2	3	2	3	2	3	3	2	25	50
29	E -29	2	2	3	3	3	3	3	2	2	3	27	54
30	E -30	2	2	3	5	3	3	3	2	2	2	27	54



**Appendix 10**  
**SCORE POST EXPERIMENTAL CLASS**

NO	NAME	Grammar		Vocabulary		Pronuniation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	E-1	3	3	3	3	4	4	3	3	4	5	35	70
2	E-2	4	3	3	4	3	4	4	3	4	3	35	70
3	E-3	3	3	3	4	2	4	3	5	4	4	35	70
4	E-4	3	4	4	3	4	4	4	3	3	3	35	70
5	E-5	3	3	4	4	3	4	3	3	3	3	33	66
6	E-6	4	4	4	4	4	3	4	3	4	4	38	76
7	E-7	4	3	5	3	5	4	4	3	3	4	38	76
8	E-8	5	4	4	3	4	4	4	3	4	3	38	76
9	E-9	4	4	4	4	4	3	3	4	4	4	38	76
10	E-10	4	5	5	5	4	3	3	3	3	3	38	76
11	E-11	3	3	3	4	3	3	4	3	3	4	33	66
12	E-12	5	4	5	4	5	4	5	5	4	4	45	90
13	E-13	4	4	4	4	4	4	5	4	4	3	40	80
14	E-14	3	3	3	3	3	4	4	4	4	4	35	70
15	E-15	3	2	2	3	5	3	5	4	4	4	35	70
16	E-16	3	3	3	3	4	4	4	3	4	4	35	70
17	E-17	4	4	4	4	4	3	3	3	3	3	35	70
18	E-18	3	3	4	4	4	4	4	4	5	5	40	80
19	E-19	4	4	5	5	4	3	4	3	4	4	40	80
20	E-20	4	4	5	5	4	4	5	4	4	4	43	86
21	E-21	4	3	4	4	4	4	5	4	3	3	38	76
22	E-22	4	4	5	5	4	4	4	4	4	5	43	86
23	E-23	5	4	5	5	4	4	4	4	4	4	43	86
24	E-24	4	4	3	4	4	4	4	4	5	4	40	80

NO	NAME	Grammar		Vocabulary		Pronuniation		Fluency		Comprehension		Total	Score
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
25	E -25	4	4	5	5	5	4	4	4	4	4	43	86
26	E -26	4	4	3	4	5	4	4	4	4	4	40	80
27	E -27	3	3	3	4	5	5	4	5	4	4	40	80
28	E -28	4	4	4	3	5	5	3	3	4	4	39	78
29	E -29	4	4	5	5	3	4	3	3	4	4	39	78
30	E -30	3	3	4	4	5	5	4	3	4	3	38	76



## Appendix 11

### The Result of Pre-Test Control Class

#### Frequency Table

		Score			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	6.9	6.9	6.9
	42	1	3.4	3.4	10.3
	48	2	6.9	6.9	17.2
	50	4	13.8	13.8	31.0
	52	1	3.4	3.4	34.5
	54	2	6.9	6.9	41.4
	56	7	24.1	24.1	65.5
	58	1	3.4	3.4	69.0
	60	6	20.7	20.7	89.7
	64	1	3.4	3.4	93.1
	68	1	3.4	3.4	96.6
	70	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

#### Statistics

		Score	Media
N	Valid	29	29
	Missing	0	0
Mean		54.83	2.00
Median		56.00	2.00
Mode		56	2
Std. Deviation		7.241	.000
Variance		52.433	.000
Skewness		-.234	
Std. Error of Skewness		.434	.434
Kurtosis		.271	
Std. Error of Kurtosis		.845	.845
Range		30	0
Minimum		40	2
Maximum		70	2
Sum		1590	58

## Appendix 12

### The Result of Post-Test Control Class

**Frequency Table  
Score**

	Frequency	Percent	Valid Percent	Cumulative Percent
52	1	3.4	3.4	3.4
54	3	10.3	10.3	13.8
56	1	3.4	3.4	17.2
60	6	20.7	20.7	37.9
62	1	3.4	3.4	41.4
66	6	20.7	20.7	62.1
70	7	24.1	24.1	86.2
74	3	10.3	10.3	96.6
84	1	3.4	3.4	100.0
Total	29	100.0	100.0	

**Statistics**

	Score	Media
N Valid	29	29
Missing	0	0
Mean	64.97	2.00
Median	66.00	2.00
Mode	70	2
Std. Deviation	7.457	.000
Variance	55.606	.000
Skewness	.221	
Std. Error of Skewness	.434	.434
Kurtosis	.050	
Std. Error of Kurtosis	.845	.845
Range	32	0
Minimum	52	2
Maximum	84	2
Sum	1884	58

### Appendix 13

#### The Result of Pre-Test Experimental Class

#### Frequency Table

		Score			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	6.7	6.7	6.7
	42	1	3.3	3.3	10.0
	44	1	3.3	3.3	13.3
	46	2	6.7	6.7	20.0
	48	2	6.7	6.7	26.7
	50	2	6.7	6.7	33.3
	52	1	3.3	3.3	36.7
	54	4	13.3	13.3	50.0
	56	2	6.7	6.7	56.7
	60	1	3.3	3.3	60.0
	62	1	3.3	3.3	63.3
	64	2	6.7	6.7	70.0
	66	3	10.0	10.0	80.0
	68	1	3.3	3.3	83.3
	70	4	13.3	13.3	96.7
	72	1	3.3	3.3	100.0
Total		30	100.0	100.0	

#### Statistics

		Score	Media
N	Valid	30	30
	Missing	0	0
Mean		56.74	1.00
Median		55.00	1.00
Mode		54.00 <sup>a</sup>	1
Std. Deviation		10.055	.000
Variance		101.099	.000
Skewness		-.057	
Std. Error of Skewness		.427	.427
Kurtosis		-1.278	
Std. Error of Kurtosis		.833	.833
Range		32	0
Minimum		40	1
Maximum		72	1
Sum		1702	30



## Appendix 14

### The Result of Post-Test Experimental Class

#### Frequency Table

		Score			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66	2	6.7	6.7	6.7
	70	8	26.7	26.7	33.3
	76	7	23.3	23.3	56.7
	78	2	6.7	6.7	63.3
	80	6	20.0	20.0	83.3
	86	4	13.3	13.3	96.7
	90	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

#### Statistics

		Score	Media
N	Valid	30	30
	Missing	0	0
Mean		76.47	1.00
Median		76.00	1.00
Mode		70	1
Std. Deviation		6.383	.000
Variance		40.740	.000
Skewness		.250	
Std. Error of Skewness		.427	.427
Kurtosis		-.640	
Std. Error of Kurtosis		.833	.833
Range		24	0
Minimum		66	1
Maximum		90	1
Sum		2294	30

## Appendix 15

### The Result of Reliability of Test

The Result of Reliability of Pretest

#### Symmetric Measures

	Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
Measure of Agreement Kappa	.743	.063	10.557	.003
N of Valid Cases	59			

The Result of Reliability of Posttest

#### Symmetric Measures

	Value	Asymp. Std. Error <sup>a</sup>	Approx. T <sup>b</sup>	Approx. Sig.
Measure of Agreement Kappa	.785	.067	10.672	.004
N of Valid Cases	59			

## Appendix 16

The Result of Normality Test of the Experimental Class and Control Class

Tests of Normality							
	Strategy	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	Experimental	.120	30	.200 <sup>*</sup>	.968	30	.491
	Control	.160	29	.055	.927	29	.047



## Appendix 17

### The Result of Hemogeneity Test

#### Test of Homogeneity of Variances

score

Levene Statistic	df1	df2	Sig.
.898	1	57	.347



## Appendix 18

### The Result of Hypothetical Test

#### Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score									
Equal variances assumed	.860	.347	3.209	57	.002	9.595	2.991	3.607	15.584
Equal variances not assumed			3.216	56.392	.002	9.595	2.984	3.620	15.571



## Appendix 19

### Expert Validation Form for Speaking Test

Direction:

For each question, please give your responses by ticking (√) a box representing your choice .

No	Questions	Yes	No	Comments
1	Apakah instruments sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas 12 di semester 1 ?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas ?			
3	Apakah intruksi dapat di pahami siswa ?			
4	Apakah rubrik penilaian sudah mencakup aspek / indicator yang di ukur ?			
5	Apakah rubric penilaian sudah di mengerti			

Krui, 23 March 2017  
Guru

Egra Betaria

**Appendix 20****Instrument for Pre-Test**

Subject : English  
Sub Subjek Matter : Analytical Exposition Text Lisan  
Class / Semester : XII/ 1  
Duration : 5 minutes

**Instructions :**

- 
- a. Choose one of the topics below :
    1. Is smoking good for us?
    2. Cars should be banned
    3. Fast food
  - b. Make a short speech by using your own word.
  - c. Perform your speech in front of the class.



***Appendix 21*****Instrument for post-test**

Subject : English  
Sub Subjek Matter : Analytical Exposition Text lisan  
Class / Semester : XII/ 1  
Duration : 5 minutes

**Instructions :**

- 
- a. Choose one of the topics below :
    1. Is smoking good for us?
    2. Cars should be banned
    3. Fast food
  - b. Make a short speech by using your own word.
  - c. Perform your speech in front of the class.

## SILABUS SMA/MA

### MATA PELAJARAN: BAHASA INGGRIS - WAJIB

**Kelas :XII**

#### Kompetensi Inti:

KI1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2 Menunjukan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan</p>	<p><b>Teks lisan dan tulis untuk menawarkan jasa dan responnya.</b></p> <p><i>Fungsi sosial</i></p> <p>Menawarkan jasa dengan baik, untuk menjaga hubungan interpersonal dengan guru, teman dan orang lain</p> <p><i>Struktur teks</i></p> <p><i>May I help you? What can I do for you? What if ...? Yes, please. No, thanks, I'm ok. Thanks a lot.</i></p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa,</p>	<p><b>MENGAMATI</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi menawarkan jasa.</li> <li>Siswa mengikuti interaksi menawarkan jasa.</li> <li>Siswa menirukan model interaksi menawarkan jasa</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menawarkan jasa (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>MEMPERTANYAKAN</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan menawarkan jasa dalam bahasa Inggris, perbedaan ungkapan dengan</p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menawarkan jasa</li> <li>Tingkat kelengkapan dan keruntutan struktur teks menawarkan jasa</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p>Unjuk kerja</p>	1 x 2 JP	<p>Suara guru</p> <p>Audio CD/ kaset</p> <p><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></p> <p><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></p> <p><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>komunikasi transaksional dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menawarkan jasa dan responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menawarkan jasa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>ucapan, tekanan kata, dan intonasi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar</p>	<p>yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>EKSPERIMEN (Explore)</b></p> <p>Siswa menawarkan jasa dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>MENGASOSIASI</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menawarkan jasa yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>KOMUNIKASI</b></p> <ul style="list-style-type: none"> <li>Siswa menawarkan jasa dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menawarkan jasa dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi menawarkan jasa dan responnya</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menawarkan jasa serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menawarkan jasa ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Perilaku santun dan peduli dalam melaksanakan komunikasi</li> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International</p>	<p><b>Teks lisan dan tulis untuk mengawali penyampaian berita atau informasi yang mengejutkan</b></p>	<ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi mengawali penyampaian berita atau informasi yang mengejutkan</li> <li>Siswa mengikuti interaksi mengawali penyampaian berita atau informasi yang</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial mengawali penyampaian berita atau informasi yang</li> </ul>	<p>1 x 2 JP</p>	<p>Suara guru</p> <p>Audio CD/ kaset</p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>yang diwujudkan dalam semangat belajar</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan yang mengawali penyampaian berita atau informasi yang mengejutkan dan responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan yang mengawali penyampaian berita atau informasi yang mengejutkan dengan</p>	<p><i>Fungsi sosial</i></p> <p>Menyampaikan berita atau informasi yang mengejutkan dengan baik, untuk menjaga hubungan interpersonal dengan guru, teman dan orang lain</p> <p><i>Struktur teks</i></p> <p><i>Guess what! Surprise! You know what?</i></p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar</p>	<p>mengejutkan</p> <ul style="list-style-type: none"> <li>Siswa menirukan model interaksi mengawali penyampaian berita atau informasi yang mengejutkan</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi yang mengawali penyampaian berita atau informasi yang mengejutkan (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>MEMPERTANYAKAN</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan yang mengawali penyampaian berita atau informasi yang mengejutkan dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>MENGEKSPLORASI</b></p> <p>Siswa mengawali penyampaian berita atau informasi yang mengejutkan dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>MENGASOSIASI</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan yang mengawali penyampaian berita atau informasi yang mengejutkan yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul>	<p>mengejutkan</p> <ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan struktur teks mengawali penyampaian berita atau informasi yang mengejutkan</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi menyampaikan berita atau informasi yang mengejutkan</li> </ul> <p><b>Pengamatan (observations):</b></p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk mengawali penyampaian berita atau informasi yang mengejutkan ketika muncul kesempatan.</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> </ul>		<p><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></p> <p><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></p> <p><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		<b>MENGKOMUNIKASIKAN</b> <ul style="list-style-type: none"> <li>Siswa mengawali penyampaian berita atau informasi yang mengejutkan dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk mengawali penyampaian berita atau informasi yang mengejutkan dalam jurnal belajar (<i>learning journal</i>).</li> </ul>			
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman</p> <p>3.3. Menganalisis fungsi</p>	<p><b>Teks lisan dan tulis untuk meminta perhatian bersayap (extended) dan responnya.</b></p> <p><i>Fungsi sosial</i></p> <p>Meminta perhatian dengan baik, untuk menjaga hubungan interpersonal dengan guru, teman dan orang lain</p> <p><i>Struktur teks</i></p> <p><i>May I have your attention, please. Everybody, excuse me!</i></p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses</p>	<p><b>MENGAMATI</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/menonton interaksi meminta perhatian.</li> <li>Siswa mengikuti interaksi meminta perhatian dan responnya.</li> <li>Siswa menirukan model interaksi meminta perhatian</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi meminta perhatian (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>MEMPERTANYAKAN</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan meminta perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>EKSPERIMEN (Explore)</b></p> <p>Siswa meminta perhatian dengan bahasa Inggris</p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial meminta perhatian</li> <li>Tingkat kelengkapan dan keruntutan struktur teks meminta perhatian</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan meminta perhatian</li> <li>Ketepatan dan kesesuaian</li> </ul>	1 x 2 JP	<p>Suara guru</p> <p>Audio CD/ kaset</p> <p><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></p> <p><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></p> <p><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>sosial, struktur teks, dan unsur kebahasaan pada ungkapan meminta perhatian bersayap (extended), sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan untuk meminta perhatian bersayap (<i>extended</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>pembelajaran, di dalam maupun di luar</p>	<p>dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>MENGASOSIASI</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan meminta perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul> <p><b>KOMUNIKASI</b></p> <ul style="list-style-type: none"> <li>Siswa meminta perhatian dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk meminta perhatian dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<p>menggunakan struktur dan unsur kebahasaan dalam ungkapan berisi pernyataan meminta perhatian serta responnya</p> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk meminta perhatian ketika muncul kesempatan</li> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis ungkapan meminta perhatian</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p>	<p><b>Teks khusus, lisan dan tulis, berbentuk surat lamaran kerja</b></p> <p><i>Fungsi sosial</i></p> <p>Membuat surat lamaran kerja dengan baik, untuk membuat pembaca terkesan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca beberapa surat lamaran kerja dari berbagai sumber</li> <li>Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaan surat lamaran kerja dari</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks lamaran kerja</li> <li>Tingkat kelengkapan dan keruntutan struktur teks surat</li> </ul>	2 x 2 JP	<p>Suara guru</p> <p><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></p>



KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks khusus, lisan dan tulis, berbentuk surat lamaran kerja</p> <p>4.4. Menangkap makna dalam teks berbentuk surat lamaran kerja.</p> <p>4.5. Menyunting surat lamaran kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.6. Menyusun surat lamaran kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>sehingga mencapai tujuannya.</p> <p><i>Struktur teks</i></p> <p>Ungkapan yang lazim digunakan oleh sumber-sumber otentik: surat lamaran kerja</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan tata bahasa yang lazim</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(4) rujukan kata</p> <p><i>Topik</i></p> <p>Kegiatan atau acara penting dalam kehidupan pribadi siswa, dengan memberikan keteladanan tentang tanggungjawab dan pro-aktif</p>	<p>berbagai sumber.</p> <ul style="list-style-type: none"> <li>Siswa belajar membaca cepat untuk menemukan gagasan utama teks (<i>skimming</i>), dan membaca memindai untuk menemukan informasi tertentu (<i>scanning</i>), serta menentukan jeda pada tempatnya untuk membaca dengan bermakna</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai surat lamaran yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li> <li>Siswa mempertanyakan cara menemukan gagasan utama, informasi tertentu, informasi rinci dan kesimpulan dalam surat lamaran kerja.</li> </ul> <p><b>Experimen/explore</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan surat lamaran kerja kepada teman dan guru dengan tekanan, intonasi, dan pengucapan yang tepat.</li> <li>Siswa berlatih menemukan gagasan utama dan informasi tertentu dalam surat lamaran kerja</li> <li>Siswa menulis surat lamaran kerja dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang surat lamaran kerja yang ditulis.</li> <li>Siswa melakukan perbaikan terhadap surat lamaran kerja yang ditulis berdasarkan</li> </ul>	<p>lamaran kerja</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Pengamatan (observations):</b></p> <p>Untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menulis surat lamaran kerja</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar</li> <li>Kumpulan karya siswa yang</li> </ul>		<p><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></p> <p><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>



KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
		<p>masuk dari teman dan guru</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis berbagai surat lamaran kerja dan membandingkannya dengan contoh yang diberikan</li> <li>Siswa menganalisis bentuk kalimat yang digunakan dalam surat lamaran kerja.</li> <li>Siswa menyunting sebuah surat lamaran kerja yang diambil sumber lain</li> <li>Secara individu, siswa menulis surat lamaran kerja dan</li> <li>Dalam kerja kelompok terbimbing siswa membahas kesulitan yang dihadapi pada saat membaca dan menulis surat lamaran kerja dalam bahasa Inggris dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Komunikasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyampaikan hasil suntingan terhadap sebuah surat lamaran kerja.</li> <li>Siswa menggunakan kalimat simple present dan present perfect dalam menulis lamaran kerja.</li> <li>Siswa mempresentasikan surat lamaran kerja yang sudah diperbaiki berdasarkan masukan dari guru dan teman</li> <li>Siswa menyampaikan kesimpulan hasil belajar</li> </ul>	<p>mendukung proses penulisan surat lamaran kerja berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
		secara lisan			
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>4.7. Menangkap makna teks penyerta gambar (<i>caption</i>).</p> <p>4.8. Menyusun teks penyerta gambar (<i>caption</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Teks penyerta gambar (<i>caption</i>).</b></p> <p><i>Fungsi sosial</i></p> <p>Membuat teks penyerta gambar (<i>caption</i>) dengan baik, untuk mendapatkan perhatian dari pembaca sehingga mencapai tujuannya.</p> <p><i>Struktur teks</i></p> <p>Ungkapan yang lazim digunakan oleh sumber-sumber otentik: teks penyerta gambar (<i>caption</i>).</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan tata bahasa yang lazim (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Kegiatan atau acara penting dalam kehidupan pribadi siswa, dengan memberikan keteladanan tentang perilaku</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca beberapa teks penyerta gambar dari berbagai sumber</li> <li>Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaan teks penyerta gambar dari berbagai sumber.</li> <li>Siswa belajar membaca memindai untuk mendapatkan informasi tertentu dari teks (<i>scanning</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks penyerta gambar (<i>caption</i>) yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li> <li>Siswa mempertanyakan cara menemukan informasi tertentu dalam teks penyerta gambar</li> </ul> <p><b>Experimen/explore</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan teks penyerta gambar kepada teman dan guru dengan tekanan, intonasi, dan pengucapan yang tepat.</li> <li>Siswa berlatih menemukan informasi tertentu dan rinci dalam teks penyerta gambar</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks penyerta gambar</li> <li>Tingkat kelengkapan dan keruntutan struktur teks penyerta gambar</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Pengamatan (<i>observations</i>):</b> Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai,</li> <li>Ketepatan dan kesesuaian dalam menulis teks penyerta gambar</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Ketepatan dan kesesuaian</li> </ul>	2 x 2 JP	<p>Suara guru</p> <p>Audio CD/ kaset</p> <p><a href="http://www.thejakartapost.com">www.thejakartapost.com</a></p> <p><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></p> <p><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></p> <p><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
	peduli dan cinta damai.	<ul style="list-style-type: none"> <li>Siswa menulis teks penyerta gambar dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang teks penyerta gambar yang ditulis.</li> <li>Siswa melakukan perbaikan terhadap surat lamaran kerja yang ditulis berdasarkan masukan dari teman dan guru</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis berbagai teks penyerta gambar dan membandingkannya dengan contoh yang diberikan</li> <li>Siswa menganalisis bentuk kalimat yang digunakan dalam teks penyerta gambar</li> <li>Dalam kerja kelompok terbimbing siswa membahas kesulitan yang dihadapi pada saat membaca dan menulis teks penyerta gambar dalam bahasa Inggris dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan kalimat simple present dalam menulis teks penyerta gambar.</li> <li>Siswa mempresentasikan teks penyerta gambar yang sudah diperbaiki berdasarkan masukan</li> </ul>	<p>menggunakan strategi dalam membaca</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan pekerjaan siswa yang mendukung proses penulisan teks penyerta berupa: draft, revisi, editing dan hasil terbaik untuk dipublikasi</li> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar teks penyerta gambar</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
		<p>dari guru dan teman</p> <ul style="list-style-type: none"> <li>Siswa menyampaikan kesimpulan hasil belajar secara lisan</li> </ul>			
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks ilmiah berbentuk <i>factual report</i>, sesuai dengan konteks pembelajaran di mata pelajaran lain di Kelas XII.</p> <p>4.9. Menangkap makna dalam teks ilmiah faktual (<i>factual</i></p>	<p><b>Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis tentang benda, binatang dan gejala/ peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII.</b></p> <p><i>Fungsi sosial</i></p> <p>Menguraikan gambaran umum tentang gejala alam, sosial, dan benda-benda buatan manusia, secara objektif dan ilmiah.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan jenis atau golongan dari obyek yang dipaparkan</p> <p>(2) Deskripsi obyek termasuk nama, sifat dan perilaku yang umum ditemukan/ dilihat.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Penyebutan kata benda umum, singular dan plural</p> <p>(2) Kalimat dengan kata kerja <i>be, have, look,</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan/ menonton berbagai macam teks ilmiah faktual tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII.</li> <li>Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/ penulisan teks ilmiah faktual</li> <li>Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (<i>skimming</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks ilmiah faktual (<i>factual report</i>) yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li> <li>Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks ilmiah faktual.</li> </ul> <p><b>Experimen/explore</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan beberapa teks <i>factual report</i> dari berbagai sumber.</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks ilmiah faktual</li> <li>Tingkat kelengkapan dan keruntutan struktur teks ilmiah faktual</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog berupa teks <i>factual report</i> tentang benda, binatang dan gejala/ peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII di depan kelas / berpasangan</li> <li>Ketepatan menggunakan struktur dan unsur kebahasaan dalam membuat teks <i>factual</i></li> </ul>	10 x 2 JP	<p>Suara guru</p> <p>Audio CD/ kaset</p> <p>Jakarta Post</p> <p>Reader Digest</p> <p><a href="http://www.thejakartapost.com">www.thejakartapost.com</a></p> <p><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></p> <p><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></p> <p><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>report) lisan dan tulis tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII.</p> <p>4.10. Menyusun teks ilmiah faktual (factual report) lisan dan tulis, tentang benda, binatang dan gejala/ peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>need, breed</i>, dll., dalam Simple Present tense, atau Simple Past tense jika sudah punah atau tidak ada lagi.</p> <p>(3) Penamaan dengan istilah ilmiah.</p> <p>(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(6) Rujukan kata</p> <p><i>Topik</i></p> <p>Benda, binatang dan gejala/peristiwa alam terkait dengan mata pelajaran lain di Kelas XII</p>	<ul style="list-style-type: none"> <li>Siswa membacakan teks <i>factual report</i> kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>Siswa berlatih menemukan gagasan utama, informasi tertentu dan makna kata dalam teks <i>factual report</i>.</li> <li>Siswa secara berkelompok menuliskan teks <i>factual report</i> tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Secara berpasangan siswa saling menganalisis teks report teks <i>factual report</i> yang tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat kliping teks report dengan menyalin dan beberapa sumber.</li> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p><i>report</i></p> <p><b>Pengamatan (observations):</b></p> <p>Untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks <i>factual report</i></li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar siswa dalam melakukan monolog dan penyusunan teks tulis ilmiah faktual tentang benda, binatang dan gejala/ peristiwa alam</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks tulis ilmiah faktual berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> </ul>		



KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
			<ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> </ul> <b>Penilaian Diri dan Penilaian Sejawat</b> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar  2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.  3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tentang keharusan dan responnya, sesuai dengan konteks penggunaannya.  4.11. Menyusun teks lisan dan tulis untuk menyatakan	<b>Teks lisan dan tulis untuk menyatakan dan menanyakan tentang keharusan</b>  <i>Fungsi sosial</i> Menyatakan dan menanyakan keharusan untuk menyarankan dan mengingatkan.  <i>Struktur teks</i> <i>You are supposed to hand in your assignment today. She is to meet the principal as soon as possible.</i>  <i>Unsur kebahasaan</i> Kata kerja modal <i>be supposed to, be to</i> ; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.  <i>Topik</i> Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses	<b>MENGAMATI</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat dengan ungkapan keharusan, dalam berbagai konteks.</li> <li>Siswa mengikuti interaksi tentang keharusan selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan keharusan.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan keharusan (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <b>Mempertanyakan</b> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan keharusan yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.  <b>Mengeksplorasi</b> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan</li> </ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyampaikan keharusan</li> <li>Tingkat kelengkapan dan keruntutan struktur teks menyampaikan keharusan</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <b>CARA PENILAIAN:</b> <b>Unjuk kerja</b> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi keharusan</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam ungkapan berisi keharusan serta responnya</li> </ul>	1 x 2 JP	Suara guru  Audio CD/ kaset Jakarta Post Reader Digest  <a href="http://www.dailyenglish.com">www.dailyenglish.com</a>  <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a>  <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
dan menanyakan tentang keharusan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	pembelajaran, di dalam maupun di luar kelas.	<p>keharusan dalam bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <ul style="list-style-type: none"> <li>Siswa berusaha menyatakan dan menanyakan keharusan dalam bahasa Inggris dalam proses pembelajaran.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan keharusan yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>Siswa membandingkan antara ungkapan keharusan dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan keharusan dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan keharusan dalam jurnal belajarnya.</li> </ul>	<p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk keharusan ketika muncul kesempatan.</li> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis ungkapan keharusan</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul>		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan fakta dan pendapat serta responnya</b></p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan keharusan</p>	<p><b>MENGAMATI</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat pernyataan dan pertanyaan fakta dan pendapat, dalam berbagai konteks.</li> <li>Siswa mengikuti interaksi tentang fakta dan pendapat selama proses pembelajaran,</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyampaikan menanyakan fakta dan pendapat</li> <li>Tingkat kelengkapan dan keruntutan struktur teks menyampaikan dan</li> </ul>	1 x 2 JP	<p>Suara guru</p> <p>Audio CD/ kaset</p> <p>Jakarta Post</p> <p>Reader Digest</p> <p><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></p>



KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.8. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks yang menyatakan fakta dan pendapat, sesuai dengan konteks penggunaannya.</p> <p>4.12. Menyusun teks lisan dan tulis, untuk menyatakan fakta dan pendapat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>untuk menyarankan dan mengingatkan.</p> <p><i>Struktur teks</i></p> <p><i>The accident killed 2 women and one child. The building need renovation</i></p> <p><i>Unsur kebahasaan</i></p> <p>Kata kerja <i>be</i>; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>dengan bimbingan guru.</p> <ul style="list-style-type: none"> <li>Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan fakta dan pendapat.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan fakta dan pendapat(fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Menpertanyakan</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan fakta dan pendapat yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan fakta dan pendapat dalam bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> <li>Siswa berusaha menyatakan dan menanyakan fakta dan pendapat dalam bahasa Inggris dalam proses pembelajaran.</li> </ul> <p><b>MENGASOSIASI</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan fakta dan pendapat yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>Siswa membandingkan antara ungkapan fakta</li> </ul>	<p>menanyakan fakta dan pendapat</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi menyampaikan dan menanyakan fakta dan pendapat</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam ungkapan berisi penyampaian dan menanyakan fakta dan pendapat serta responnya</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan fakta dan pendapat ketika muncul</li> </ul>		<p><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></p> <p><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
		<p>dan pendapat dalam bahasa Inggris dengan ungkapan fakta dan pendapat dalam bahasa ibu atau bahasa Indonesia.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan fakta dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan fakta dan pendapat dalam jurnal belajarnya.</li> </ul>	<p>kesempatan.</p> <ul style="list-style-type: none"> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis ungkapan menyatakan dan menanyakan fakta dan pendapat</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul>		
KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>4.13. Menangkap makna dalam teks berita sederhana dari</p>	<p><b>Teks berita sederhana.dari koran, radio, dan TV</b></p> <p><i>Fungsi sosial</i></p> <p>Menyampaikan informasi kepada pembaca, pemirsa, pendengar, berita yang menarik dan layak menjadi berita dan dengan cara pemberitaan yang mengundang perhatian.</p> <p><i>Struktur text</i></p> <p>(1) Kejadian yang menarik menjadi berita: ringkasan kejadian/peristiwa/kegiatan</p> <p>(2) Uraian kejadian/peristiwa/</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menonton/membaca / mendengarkan/ membacakan berbagai macam teks berita sederhana dari koran, radio, dan TV.</li> <li>Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (skimming) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks berita (<i>news item</i>) yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks</li> <li>Tingkat kelengkapan dan keruntutan struktur teks</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p>	6 x 2 JP	<p>Suara guru</p> <p>Audio CD/ kaset</p> <p>Koran <i>Jakarta Post</i></p> <p><a href="http://www.thejakartapost.com">www.thejakartapost.com</a></p> <p><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></p> <p><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></p> <p><a href="http://learnenglish.briti">http://learnenglish.briti</a></p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>koran/radio/TV.</p> <p>4.14. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian diikuti perintah/saran, dengan memperhatikan fungsisosial, struktu rteks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>kegiatan secara rinci, pihak yang terlibat atau terkait, waktu, tempat, dsb.</p> <p>(3) Penyebutan sumber berita: komentar, pernyataan, pendapat dari pihak terlibat/terkait, saksi, pihak berwenang, ahli, dsb., tentang yang diberitakan</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan ungkapan yang menarik perhatian tentang isi berita pada judul (<i>headline</i>)</p> <p>(2) Penghilangan kata-kata fungsional atau gramatikal (<i>the, a, kata kerja bantu, dll.</i>)</p> <p>(3) Kalimat langsung dengan kutipan, dan kalimat tidak langsung.</p> <p>(4) Kalimat pasif</p> <p>(5) Adverbial dan frasa preposisional tentang waktu, tempat, cara, dll.</p> <p>(6) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(7) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p><i>Topik</i></p>	<p>Indonesia</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan cara menemukan gagasan utama, informasi tertentu dan informasi rinci dalam teks berita.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan berbagai berita TV/radio atau membaca berbagai berita koran</li> <li>Siswa menggunakan strategi membaca cepat dalam membaca berita</li> <li>Siswa membacakan teks berita kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>Siswa secara berkelompok membahas teks berita untuk menemukan berbagai informasi</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang dibaca/didengarkan/ditonton..</li> <li>Siswa membahas pemilihan kata dan tata bahasa yang digunakan dalam teks berita</li> <li>Siswa mengelola balikan (feedback) dari guru dan teman tentang hasil analisis tentang fungsi sosial, struktur, dan unsur kebahasaan dari teks berita yang disampaikan dalam kerja kelompok untuk memperbaiki tindakan</li> <li>Siswa membuat klipping dengan menyalin</li> </ul>	<ul style="list-style-type: none"> <li>Melakukan monolog berupa teks <i>berita</i> di depan kelas / berpasangan</li> <li>Membacakan berita</li> <li>Ketepatan menggunakan struktur dan unsur kebahasaan dalam membuat teks <i>berita</i></li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menyampaikan, membacakan, dan menulis teks berita</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar siswa dalam melakukan monolog dan penyusunan teks tulis berita</li> </ul>		<a href="http://shcouncil.org/en/">shcouncil.org/en/</a>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
	Kejadian, peristiwa, kegiatan yang menarik dan layak menjadi berita	berita Koran <b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>Siswa mempresentasikan hasil klipping kepada teman dan guru</li> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman monolog dan naskah berita</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks berita berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <b>Penilaian Diri dan Penilaian Sejawat</b> Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar  2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan	<b>Teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian diikuti perintah/saran</b>  <i>Fungsi sosial</i>  Menyatakan dan menanyakan pengandaian diikuti perintah/saran untuk menyarankan dan memerintah.	<b>MENGAMATI</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat pengandaian diikuti perintah/saran, dalam berbagai konteks.</li> <li>Siswa mengikuti interaksi tentang pengandaian diikuti perintah/saran selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan pengandaian diikuti perintah/saran</li> </ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial pengandaian diikuti perintah/saran</li> <li>Tingkat kelengkapan dan keruntutan struktur teks pengandaian diikuti perintah/saran</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata,</li> </ul>	1 x 2 JP	Suara guru  Audio CD/ kaset  <a href="http://www.dailyenglish.com">www.dailyenglish.com</a>  <a href="http://americanenglish.state.gov/files/ae/res">http://americanenglish.state.gov/files/ae/res</a>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya.</p> <p>4.14. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian diikuti perintah/saran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar</p>	<p><i>Struktur teks</i></p> <p>If you want to pass the exam, why don't you study hard? If you want to be a chef, join cooking academy. If you want to make your cake look gorgeous, put some cherry on it.</p> <p><i>Unsur kebahasaan</i></p> <p>Kalimat <i>imperative</i> diawali If.. ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan pengandaian diikuti perintah/saran (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>MEMPERTANYAKAN</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan pengandaian diikuti perintah/saran yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ol style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan pengandaian diikuti perintah/saran dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</li> <li>Siswa berusaha menyatakan dan menanyakan pengandaian diikuti perintah/saran dalam bahasa Inggris dalam proses pembelajaran.</li> </ol> <p><b>MENGASOSIASI</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan pengandaian diikuti perintah/saran yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>Siswa membandingkan antara ungkapan pengandaian diikuti perintah/saran dalam bahasa Inggris dengan ungkapan pengandaian diikuti perintah/saran dalam bahasa ibu atau bahasa Indonesia.</li> </ul>	<p>intonasi</p> <ul style="list-style-type: none"> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pengandaian diikuti perintah/saran</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam ungkapan berisi pengandaian diikuti perintah/saran</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyampaikan dan menanyakan pengandaian diikuti perintah/saran</li> <li>Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab, dalam melaksanakan komunikasi</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam</li> </ul>		<p><a href="#">ource files</a></p> <p><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>



KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
dan sesuai konteks.		<b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan pengandaian diikuti perintah/saran dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan pengandaian diikuti perintah/saran dalam jurnal belajarnya.</li> </ul>	setiap tahapan		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.11. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks prosedur berbentuk resep, sesuai dengan konteks penggunaannya.</p>	<p><b>Teks prosedur lisan dan tulis berbentuk resep</b></p> <p>Fungsi sosial</p> <p>Menguraikan cara membuat makanan langkah demi langkah dalam resep untuk mencapai hasil terbaik secara efisien, menghindari kecelakaan, kerusakan, dan pemborosan.</p> <p>Struktur teks</p> <p>(1) Tujuan</p> <p>(2) Bahan (tidak selalu harus ada)</p> <p>(3) Langkah-langkah secara berurut)</p> <p>Unsur kebahasaan</p> <p>(1) Uraian tindakan dalam Simple Present tense, biasanya dalam bentuk kalimat imperatif</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/membacakan/ menonton/ mendengarkan berbagai macam resep.</li> <li>Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaan dari teks prosedur yang dibaca/dibacakan/ditonton/didengarkan</li> <li>Siswa belajar membaca intensif untuk menemukan informasi rinci dan menentukan judul yang tepat untuk membaca bermakna</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks prosedur berbentuk resep yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</li> <li>Siswa memperoleh pengetahuan tambahan tentang fungsi sosial, struktur, dan unsur</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks</li> <li>Tingkat kelengkapan dan keruntutan struktur teks</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>Membacakan resep (monolog)</li> <li>Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam membacakan resep</li> </ul> <p><b>Pengamatan (observations):</b> Bukan penilaian formal seperti tes,</p>	4 x 2 JP	<p>Suara guru</p> <p>Audio CD/ kaset</p> <p>Buku resep</p> <p><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></p> <p><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></p> <p><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
4.15. Menangkap makna dalam teks prosedur lisan dan tulis berbentuk resep	<p>(2) Ukuran/takaran</p> <p>(3) Adverbia penghubung langkah</p> <p>(4) Adverbia dan frasa preposisional untuk cara</p> <p>(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>Topik</p> <p>Cara membuat kue, lauk, penganan, dsb., dengan memberikan keteladanan tentang perilaku efisien, ramah lingkungan, dan tanggung jawab.</p> <p>Multimedia</p> <p>Foto, gambar, yang membuat tampilan teks lebih menarik</p>	<p>kebahasaan dari teks prosedur,</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan resep kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>Secara individu siswa menyalin resep favoritnya</li> <li>Siswa secara berpasangan memberikan penilaian terhadap resep yang ditulis pasangannya</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan beberapa resep makan dan mengelompokkan kata-kata yang digunakan</li> <li>Dalam kerja kelompok terbimbing siswa membahas tentang masalah yang dihadapi pada saat membaca, mendengarkan, dan menulis teks resep dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa mempublikasikan resep yang dibuat pada mading kelas.</li> <li>Siswa membuat jurnal belajar (<i>learning journal</i>)</li> </ul>	<p>tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai,</li> <li>Ketepatan dan kesesuaian dalam menyampaikan, membacakan, dan menyalin teks prosedur berbentuk resep</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar siswa dalam melakukan monolog atau membacakan resep</li> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman monolog</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.12. Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap pesan dalam lagu.</p>	<p><b>Lagu</b></p> <p>Fungsi sosial</p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p>Unsur kebahasaan</p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>Topik</p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan berbagai lagu berbahasa Inggris dan menyalinnya</li> <li>Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar</li> <li>Siswa belajar membaca intensif untuk menemukan informasi rinci dan tentukan jeda yang tepat untuk membaca bermakna</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pesan pada lagu yang didengar atau dibaca.</li> <li>Siswa mempertanyakan cara menemukan informasi rinci dan kesimpulan dalam lagu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan teks lagu dengan pengucapan dan tekanan kata yang tepat</li> <li>Siswa belajar menemukan informasi rinci dan kesimpulan dari lagu</li> <li>Siswa berdiskusi dalam kelompok kecil tentang pesan yang terdapat dalam lagu yang dibaca</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa dalam kelompok menganalisis pesan dari lagu yang didengar/dibaca</li> <li>Siswa membuat beberapa catatan</li> </ul> <p><b>Mengkomunikasikan</b></p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks</li> <li>Tingkat kelengkapan dan keruntutan struktur teks</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> </ul>	2 x 2 JP	<p>Suara guru</p> <p>Audio CD/ kaset</p> <p><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></p> <p><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></p> <p><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>



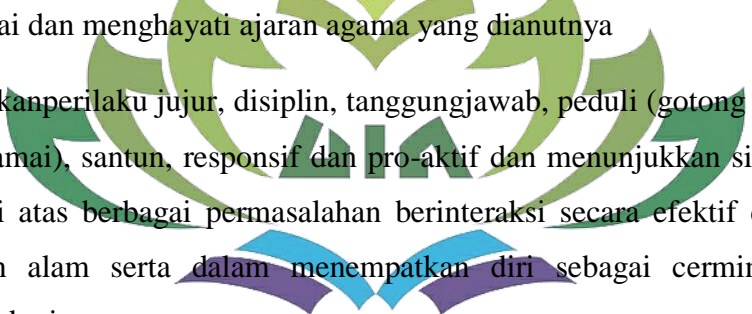
KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
		<ul style="list-style-type: none"> <li>Siswa menyalin lagu dengan tulisan yang rapi dan menuliskan pesan yang disampaikan dalamnya.</li> <li>Siswa melaporkan hal-hal yang dipelajari dari lagu dan kesulitan dalam menentukan pesan lagu tersebut.</li> </ul>	<p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu</li> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		



RENCANA PELAKSANAAN PEMBELAJARAN  
( RPP )

Sekolah : MAN 1 Pesisir Barat  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XII / 1  
Materi Pokok : Analytical Exposition Text lisan  
Alokasi Waktu : 1 x 2 jp ( 90 menit )

**A. Kompetensi Inti**

- 
- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator/IPK
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1 Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.10.1 Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4.14 Mengungkapkan makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.	4.14.1 Siswa dapat mengungkapkan makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

## C. Tujuan Pembelajaran

- 1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.10. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

4.14. Siswa dapat mengungkapkan makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

#### D. Materi Pembelajaran

1. Teks lisan dan tertulis mengenai analytical exposition
2. Fungsi Sosial  
Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis
3. Struktur Teks  
Dapat mencakup
  - Pendapat/pandangan
  - Argumentasi secara analitis
  - Kesimpulan
4. Unsur Kebahasaan
  - Ungkapan seperti *I believe, I think*
  - Adverbial *first, second, third ...*
  - Kata sambung *Therefore, consequently, based on the arguments*
  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
5. Contoh analytical exposition text lisan

#### Is Smoking Good for Us?

Before we are going to smoke, it is better to look at the facts. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen times greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking, however is not good for health both the smokers themselves and every body else

(Source : <http://www.belajarbahasainggris.us/2016/02/contoh-analytical-exposition-text-tv-is.html>)

#### E. Metode Pembelajaran

Pendekatan : Scientific approach

Metode : discussion

#### F. Sumber dan media pembelajaran

1. Sumber :

- a. Suara guru.
- b. Buku paket bahasa inggris sma
- c. Internet

2. Media : Poster Presentation

#### G. Langkah-langkah Kegiatan Pembelajaran

Fase	Kegiatan Pembelajaran	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"><li>- Guru memberi salam (greeting)</li><li>- Guru memeriksa kehadiran siswa</li><li>- Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan</li></ul>	<b>10 menit</b>
<b>Kegiatan inti</b>	<b>Mengamati</b> <ul style="list-style-type: none"><li>- Siswa dibagi menjadi beberapa grup, tiap satu grup terdiri dari 4 orang.</li><li>- Siswa diberi berbagai poster</li></ul>	<b>60 menit</b>

presentation berkaitan dengan teks eksposisi analitis lisan dan kemudian mereka mengamati poster tersebut.

#### **Mempertanyakan (questioning)**

- Siswa diminta untuk menanyakan informasi yang tidak diketahui dari poster presentation yang dilihat dengan teman grupnya dengan membuat pertanyaan sesuai dengan poster presentation dengan bimbingan guru.
- Siswa bertanya tentang poster presentation yang diamatinya dan menceritakan tentang isi poster presentation.

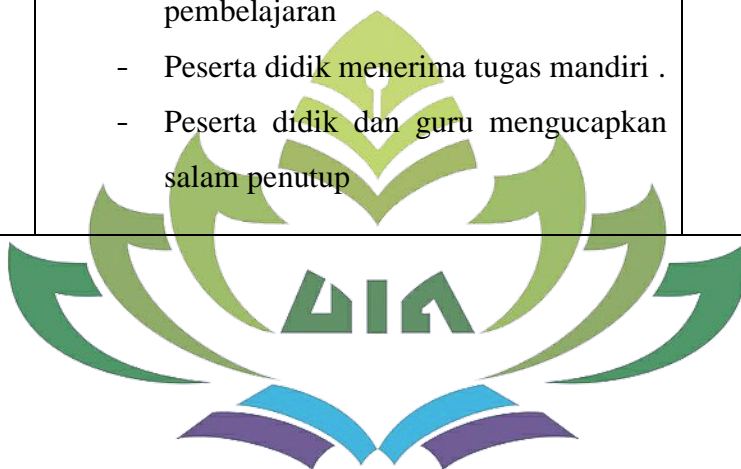
#### **Mengeksplorasi**

- Siswa mendengarkan teks monolog tentang analytical exposition dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat.

#### **Mengasosiasi**

- Siswa diberi *Poster Presentation* oleh guru kemudian siswa mampu mempresentasikan sesuai dengan gambar yang ada diposter secara akurat, lancar dan berterima.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

	<b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>- Siswa mempresentasikan poster presentation di depan kelas dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>- Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya</li> <li>- Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran</li> <li>- Peserta didik menerima tugas mandiri .</li> <li>- Peserta didik dan guru mengucapkan salam penutup</li> </ul>	<b>10 menit</b>



## H. Penilaian

Kompetensi Speaking Skill (attached)

Bandar Lampung, 2017

Guru Pamong Mapel B. Inggris

Guru Praktikan Mapel B. Inggris

Egra Betaria, S.Pd  
NIP.

Siti Tiara Ulfa  
NPM: 1311040204

Mengetahui,  
Kepala Sekolah MAN 1 Pesisir Barat



Ahmad Gumrowi, S.Pd, M.PFis  
NIP. 19680306199531003

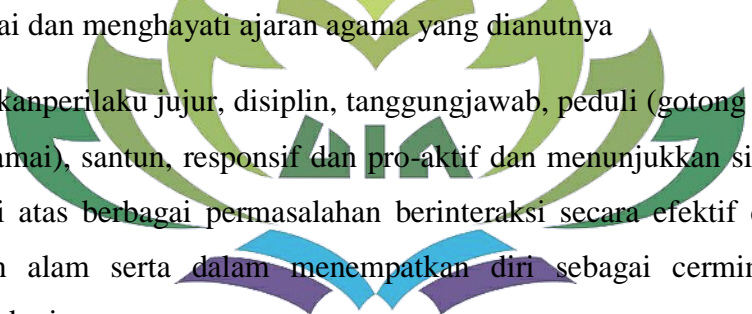


Control Class (1<sup>st</sup> Meeting )

RENCANA PELAKSANAAN PEMBELAJARAN  
( RPP )

Sekolah : MAN 1 Pesisir Barat  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XII / 1  
Materi Pokok : Analytical Exposition Text lisan  
Alokasi Waktu : 1 x 2 jp ( 90 menit )

**A. Kompetensi Inti**

- 
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- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator/IPK
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1 Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.10.1 Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4.14 Mengungkapkan makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.	4.14.1 Siswa dapat mengungkapkan makna secara lisan dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

## C. Tujuan Pembelajaran

- 1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.10. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

4.14. Siswa dapat mengungkapkan makna secara lisan dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

#### D. Materi Pembelajaran

1. Teks lisan dan tertulis mengenai analytical exposition
2. Fungsi Sosial  
Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis
3. Struktur Teks  
Dapat mencakup
  - Pendapat/pandangan
  - Argumentasi secara analitis
  - Kesimpulan
4. Unsur Kebahasaan
  - Ungkapan seperti *I believe, I think*
  - Adverbial *first, second, third ...*
  - Kata sambung *Therefore, consequently, based on the arguments*
  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
5. Contoh analytical exposition text lisan

#### Is Smoking Good for Us?

Before we are going to smoke, it is better to look at the facts. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.

Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen times greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking, however is not good for health both the smokers themselves and every body else

(Source : <http://www.belajarbahasainggris.us/2016/02/contoh-analytical-exposition-text-tv-is.html>)

#### E. Metode Pembelajaran

Pendekatan : Scientific approach

Metode : discussion

#### F. Sumber dan media pembelajaran

1. Sumber :

- a. Suara guru.
- b. Buku paket bahasa inggris sma
- c. Internet

2. Media : Picture

#### G. Langkah-langkah Kegiatan Pembelajaran

Fase	Kegiatan Pembelajaran	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>- Guru memberi salam (greeting)</li> <li>- Guru memeriksa kehadiran siswa</li> <li>- Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan</li> </ul>	<b>10 menit</b>
<b>Kegiatan inti</b>	<p><b>Mengamati.</b></p> <ul style="list-style-type: none"> <li>- Siswa dibagi dalam beberapa kelompok, masing-masing kelompok terdiri dari 4 siswa.</li> </ul>	<b>60 menit</b>

	<ul style="list-style-type: none"> <li>- Guru menunjukkan picture</li> <li>- Setiap kelompok diberi picture</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>- Mintalah siswa untuk bertanya membuat teks eksposisi analitis berdasarkan gambar</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>- Memandu siswa untuk mengekspresikan ide mereka, member kesempatan untuk memikirkan apa yang harus ditulis, berdasarkan media yang diberikan</li> <li>- Siswa diberi waktu 4-5 menit</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Siswa mempresentasikan apa saja informasi yang mereka ingat dari picture di depan kelas dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>- Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya</li> <li>- Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran</li> <li>- Peserta didik menerima tugas mandiri .</li> </ul>	<b>10 menit</b>

	- Peserta didik dan guru mengucapkan salam penutup	
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## H. Penilaian

Kompetensi Speaking Skill (attached)



Mengetahui,  
Kepala Sekolah MAN 1 Pesisir Barat

Ahmad Gumrowi, S.Pd, M.PFis  
NIP. 19680306199531003

*Appendix 25*

**Scoring Scale for Evaluating Students Speaking Ability**

<b>Grammar</b>	<b>Level</b>	<b>Description</b>
	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
<b>Vocabulary</b>	<b>Level</b>	<b>Description</b>
	1	Speaking vocabulary inadequate to express anything but the most elementary needs
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

<b>Fluency</b>	<b>Level</b>	<b>Description</b>
	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
<b>Pronunciation</b>	<b>Level</b>	<b>Description</b>
	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.
<b>Comprehension</b>	<b>Level</b>	<b>Description</b>
	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase
	2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.



### Scoring Standards and Range in Speaking Assessments

Standards of Scoring	Range of Score
Excellent	80 -100
Very good	73 -79
Good	65 -72
Average	60 – 64
Poor	55 – 59
Very poor	≤ 55



## Appendix 26

### Students' Transcription

#### Student 1

#### Is Smoking Good for Us?

Smoking is lead health problem including emphysema and heart diseases. well how far you know about cigarettes? , is it giving good effect for our body . I think everybody knows the effect of smoke but people still decide to smoke. Why?, let me explen (explain) one by one that smoking is bad for us?.

First, cigarette contains dangerous substance for our body. because chemicals that is toxic and it damages our lug cells and cause the cancer.

Secondly, the effect of smoking is not only for active smokers but also for passive smokers. not only you, but your family, your friends, and people that you love also can get the effect of smoking. the effect such as eye irritation, headaches, cough and shortness of breath.

Finally, we have to stop this habbit, if we can't at least we can reduce it.

#### Student 2

#### Cars Should Be Banned

In Indonesia many people have more than one car. One family has two or three car in their home. It happens because there is no regulation of having transportation. It makes cause for our life like pollution, traffic jam and many more.

Moreover because of a family have more than one car, it cause the using of public transportation is not well enough. People choose to use their transportation and create traffic jam everywhere and create bigger problem for education especially like come late to go to school. Because of that reason it's better that car should be banned

Why car should be banned? Well firstly, car creates traffic jam. When traffic jam happen it influence many problem. For student and worker, when the road is full we can't go everywhere, stuck on that way, and we can't move faster. So it makes many students and worker comes late when they go to school or go to work. Unfortunately they can't follow the first time of study or worker can be fired just because they come late.

Secondly, car removes public transportation. Government already provides public transportation for the citizens, but what government did is not running well. Why it is happen? It's because of privet car. It makes distrust on society because their car is more comfortable, so they choose to use their own transportation and causing traffic jam.

Third, car creates pollution. Car contributes pollution in the world. The carbon dioxide broke the atmosphere and create global warming where it spread illnesses such as bronchitis, lung cancer and triggers asthma.

It means car create huge problem for our daily life, traffic jam, it removes public transportation, and car creates pollution and causes illnesses so that's why we should ban car.

Student 3

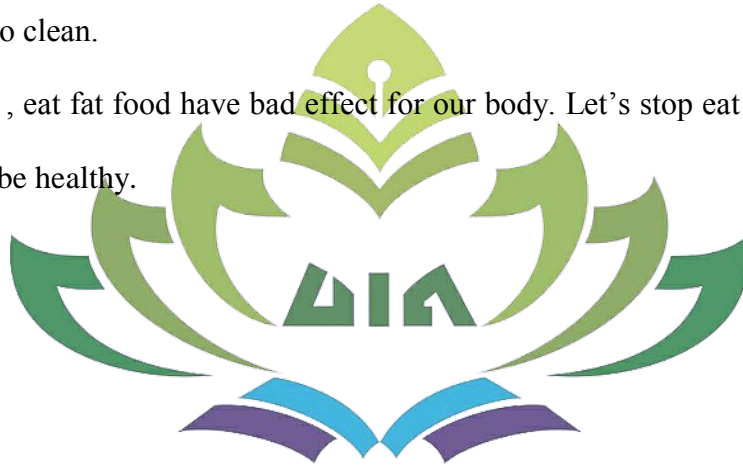
### **Fast Food**

In Indonesia there is fast food, not only in Indonesia but now in my village there is fast food. Many people like eat fast food. Because fast food easy to get it and not very expensive. Fast food give bad effect for our body.

First, fast food can make obesity for our body.

Second, fast food can make stomachache because the ingredients of the fast food it's no clean.

So , eat fat food have bad effect for our body. Let's stop eat fast food and our body will be healthy.



**Appendix 27**  
**The Documentation of the Research**











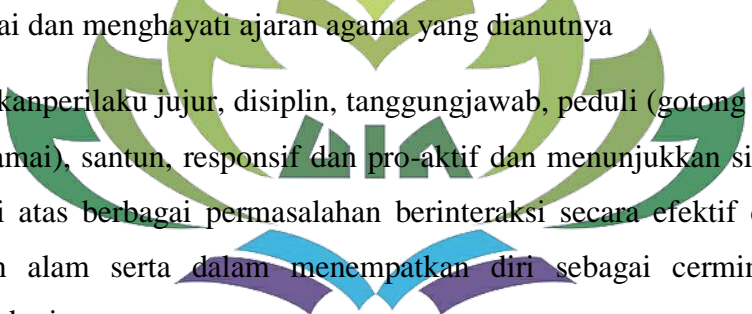




RENCANA PELAKSANAAN PEMBELAJARAN  
( RPP )

Sekolah : MAN 1 Pesisir Barat  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XII / 1  
Materi Pokok : Analytical Exposition Text lisan  
Alokasi Waktu : 1 x 2 jp ( 90 menit )

**A. Kompetensi Inti**

- 
- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator/IPK
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1 Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.10.1 Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4.14 Mengungkapkan makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.	4.14.1 Siswa dapat mengungkapkan makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

## C. Tujuan Pembelajaran

- 1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.10. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

4.14. Siswa dapat mengungkapkan makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

#### **D. Materi Pembelajaran**

1. Teks lisan dan tertulis mengenai analytical exposition
2. Fungsi Sosial  
Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis
3. Struktur Teks  
Dapat mencakup
  - Pendapat/pandangan
  - Argumentasi secara analitis
  - Kesimpulan
4. Unsur Kebahasaan
  - Ungkapan seperti *I believe, I think*
  - Adverbial *first, second, third ...*
  - Kata sambung *Therefore, consequently, based on the arguments*
  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
5. Contoh analytical exposition text lisan

##### Cars Should Be Banned

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know, give contribution to the most of the pollution in the world. Cars emit deadly gas that causes illness such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or to concentrate on your homework, and especially when you talk to someone.

In conclusion, cars should be banned from the city for the reason listed

(Sumber : <http://www.belajarbahasainggris.us/2012/01/teks-analytical-exposition.html>)

## E. Metode Pembelajaran

Pendekatan : Scientific approach

Metode : discussion

## F. Sumber dan media pembelajaran

1. Sumber :

- a. Suara guru.
- b. Buku paket bahasa inggris sma
- c. Internet

2. Media : Poster Presentation

## G. Langkah-langkah Kegiatan Pembelajaran

Fase	Kegiatan Pembelajaran	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"><li>- Guru memberi salam (greeting)</li><li>- Guru memeriksa kehadiran siswa</li><li>- Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan</li></ul>	<b>10 menit</b>
<b>Kegiatan inti</b>	<b>Mengamati</b> <ul style="list-style-type: none"><li>- Siswa dibagi menjadi beberapa grup, tiap satu grup terdiri dari 2 atau 3 orang.</li><li>- Siswa diberi berbagai poster presentation berkaitan dengan teks eksposisi analitis lisan dan kemudian mereka mengamati poster tersebut.</li></ul>	<b>60 menit</b>

### **Mempertanyakan (questioning)**

- Siswa diminta untuk menanyakan informasi yang tidak diketahui dari poster presentation yang dilihat dengan teman grupnya dengan membuat pertanyaan sesuai dengan poster presentation dengan bimbingan guru.
- Siswa bertanya tentang poster presentation yang diamatinya dan menceritakan tentang isi poster presentation.

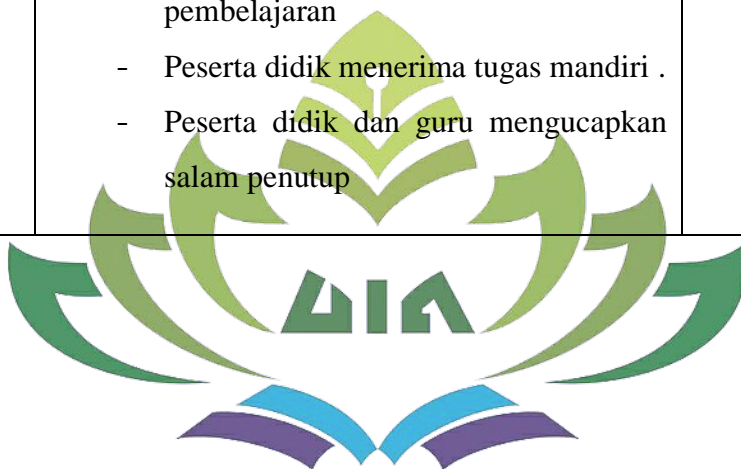
### **Mengeksplorasi**

- Siswa mendengarkan teks monolog tentang analytical exposition dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat.

### **Mengasosiasi**

- Siswa diberi *Poster Presentation* oleh guru kemudian siswa mampu mempresentasikan sesuai dengan gambar yang ada diposter secara akurat, lancar dan berterima.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

	<b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>- Siswa mempresentasikan poster presentation di depan kelas dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>- Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya</li> <li>- Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran</li> <li>- Peserta didik menerima tugas mandiri .</li> <li>- Peserta didik dan guru mengucapkan salam penutup</li> </ul>	<b>10 menit</b>



## H. Penilaian

Kompetensi Speaking Skill (attached)

Bandar Lampung, 2017

Guru Pamong Mapel B. Inggris

Guru Praktikan Mapel B. Inggris

Egra Betaria, S.Pd  
NIP.

Siti Tiara Ulfa  
NPM: 1311040204

Mengetahui,  
Kepala Sekolah MAN 1 Pesisir Barat



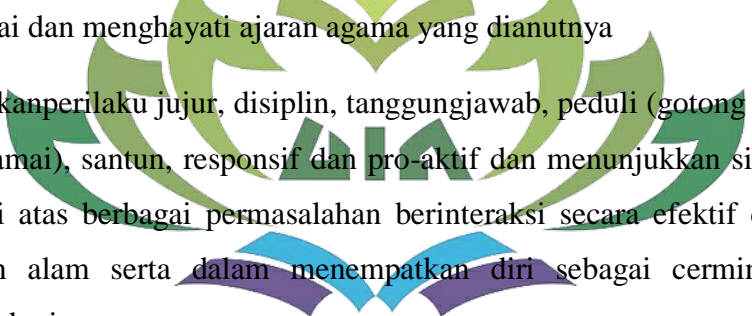
Ahmad Gumrowi, S.Pd, M.PFis  
NIP. 19680306199531003



RENCANA PELAKSANAAN PEMBELAJARAN  
( RPP )

Sekolah : MAN 1 Pesisir Barat  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XII / 1  
Materi Pokok : Analytical Exposition Text lisan  
Alokasi Waktu : 1 x 2 jp ( 90 menit )

**A. Kompetensi Inti**

- 
- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator/IPK
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1 Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.10.1 Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4.14 Mengungkapkan makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.	4.14.1 Siswa dapat mengungkapkan makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

## C. Tujuan Pembelajaran

- 1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.10. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

4.14. Siswa dapat mengungkapkan makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

#### D. Materi Pembelajaran

1. Teks lisan dan tertulis mengenai analytical exposition
2. Fungsi Sosial  
Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis
3. Struktur Teks  
Dapat mencakup
  - Pendapat/pandangan
  - Argumentasi secara analitis
  - Kesimpulan
4. Unsur Kebahasaan
  - Ungkapan seperti *I believe, I think*
  - Adverbial *first, second, third ...*
  - Kata sambung *Therefore, consequently, based on the arguments*
  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
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#### Fast Food

Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

(Sumber : <http://shareforschool.blogspot.co.id/2012/12/contoh-analytical-exposition-dangerous.html>)

## E. Metode Pembelajaran

Pendekatan : Scientific approach

Metode : discussion

## F. Sumber dan media pembelajaran

1. Sumber :

- a. Suara guru.
- b. Buku paket bahasa inggris sma
- c. Internet

2. Media : Poster Presentation

## G. Langkah-langkah Kegiatan Pembelajaran

Fase	Kegiatan Pembelajaran	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>- Guru memberi salam (greeting)</li> <li>- Guru memeriksa kehadiran siswa</li> <li>- Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan</li> </ul>	<b>10 menit</b>
<b>Kegiatan inti</b>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>- Siswa dibagi menjadi beberapa grup, tiap satu grup terdiri dari 4 orang.</li> <li>- Siswa diberi berbagai poster presentation berkaitan dengan teks eksposisi analitis lisan dan kemudian mereka mengamati poster tersebut.</li> </ul>	<b>60 menit</b>

	<p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>- Siswa diminta untuk menanyakan informasi yang tidak diketahui dari poster presentation yang dilihat dengan teman grupnya dengan membuat pertanyaan sesuai dengan poster presentation dengan bimbingan guru.</li> <li>- Siswa bertanya tentang poster presentation yang diamatinya dan menceritakan tentang isi poster presentation.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>- Siswa mendengarkan teks monolog tentang analytical exposition dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Siswa diberi <i>Poster Presentation</i> oleh guru kemudian siswa mampu mempresentasikan sesuai dengan gambar yang ada diposter secara akurat, lancar dan berterima.</li> <li>- Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Siswa mempresentasikan poster presentation di depan kelas dengan</li> </ul>	
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	memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>- Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya</li> <li>- Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran</li> <li>- Peserta didik menerima tugas mandiri .</li> <li>- Peserta didik dan guru mengucapkan salam penutup</li> </ul>	<b>10 menit</b>



## H. Penilaian

Kompetensi Speaking Skill (attached)

Bandar Lampung, 2017

Guru Pamong Mapel B. Inggris

Guru Praktikan Mapel B. Inggris

Egra Betaria, S.Pd  
NIP.

Siti Tiara Ulfa  
NPM: 1311040204

Mengetahui,  
Kepala Sekolah MAN 1 Pesisir Barat



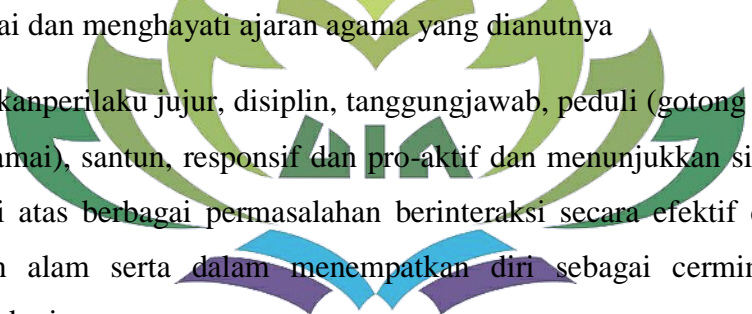
Ahmad Gumrowi, S.Pd, M.PFis  
NIP. 19680306199531003



RENCANA PELAKSANAAN PEMBELAJARAN  
( RPP )

Sekolah : MAN 1 Pesisir Barat  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XII / 1  
Materi Pokok : Analytical Exposition Text lisan  
Alokasi Waktu : 1 x 2 jp ( 90 menit )

**A. Kompetensi Inti**

- 
- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator/IPK
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	1.1.1 Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1 Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.	3.10.1 Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
4.14 Mengungkapkan makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.	4.14.1 Siswa dapat mengungkapkan makna secara lisan dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

## C. Tujuan Pembelajaran

- 1.1. Siswa dapat mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.3. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.10. Siswa dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.

4.14. Siswa dapat mengungkapkan makna secara lisan dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum

#### **D. Materi Pembelajaran**

1. Teks lisan dan tertulis mengenai analytical exposition
2. Fungsi Sosial  
Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis
3. Struktur Teks  
Dapat mencakup
  - Pendapat/pandangan
  - Argumentasi secara analitis
  - Kesimpulan
4. Unsur Kebahasaan
  - Ungkapan seperti *I believe, I think*
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  - Kata sambung *Therefore, consequently, based on the arguments*
  - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
5. Contoh analytical exposition text lisan

##### Cars Should Be Banned

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know, give contribution to the most of the pollution in the world. Cars emit deadly gas that causes illness such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or to concentrate on your homework, and especially when you talk to someone.

In conclusion, cars should be banned from the city for the reason listed

(Sumber : <http://www.belajarbahasainggris.us/2012/01/teks-analytical-exposition.html>)

#### E. Metode Pembelajaran

Pendekatan : Scientific approach

Metode : discussion

#### F. Sumber dan media pembelajaran

1. Sumber :

- a. Suara guru.
- b. Buku paket bahasa inggris sma
- c. Internet

2. Media : Picture

#### G. Langkah-langkah Kegiatan Pembelajaran

Fase	Kegiatan Pembelajaran	Alokasi Waktu
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>- Guru memberi salam (greeting)</li> <li>- Guru memeriksa kehadiran siswa</li> <li>- Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan</li> </ul>	<b>10 menit</b>
<b>Kegiatan inti</b>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>- Siswa dibagi dalam beberapa kelompok, masing-masing kelompok</li> </ul>	<b>60 menit</b>

	<p>terdiri dari 4 siswa.</p> <ul style="list-style-type: none"> <li>- Guru menunjukkan picture</li> <li>- Setiap kelompok diberi picture</li> </ul> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>- Mintalah siswa untuk bertanya membuat teks eksposisi analitis berdasarkan gambar</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>- Memandu siswa untuk mengekspresikan ide mereka, member kesempatan untuk memikirkan apa yang harus ditulis, berdasarkan media yang diberikan</li> <li>- Siswa diberi waktu 4-5 menit</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>- Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>- Siswa mempresentasikan apa saja informasi yang mereka ingat dari picture di depan kelas dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> </ul>	
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<b>Penutup</b>	<ul style="list-style-type: none"> <li>- Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya</li> <li>- Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran</li> <li>- Peserta didik menerima tugas mandiri .</li> <li>- Peserta didik dan guru mengucapkan salam penutup</li> </ul>	<b>10 menit</b>
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Kompetensi Speaking Skill (attached)



Egra Betaria, S.Pd  
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Mengetahui,  
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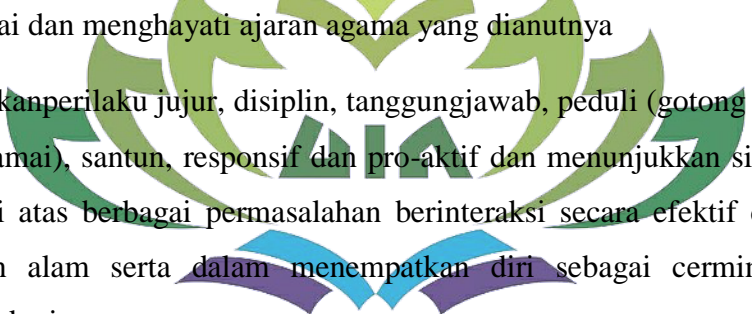
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Control Class (3<sup>rd</sup> Meeting )

RENCANA PELAKSANAAN PEMBELAJARAN  
( RPP )

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Pendekatan : Scientific approach

Metode : discussion

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<b>Penutup</b>	<ul style="list-style-type: none"> <li>- Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaatnya</li> <li>- Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran</li> <li>- Peserta didik menerima tugas mandiri .</li> <li>- Peserta didik dan guru mengucapkan salam penutup</li> </ul>	<b>10 menit</b>

## H. Penilaian

Kompetensi Speaking Skill (attached)

Bandar Lampung, 2017

Guru Pamong Mapel B. Inggris

Guru Praktikan Mapel B. Inggris

Egra Betaria, S.Pd  
NIP.

Siti Tiara Ulfa  
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